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FIFTEENTH

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

FIFTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:
DUTTON AND WENTWORTH, STATE PRINTERS,
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1852.

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FIFTEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION.

In obedience to the Act of 1837, c. 241, the Board of Education respectfully submits to the legislature the Abstract of the School Returns for the year 1850–1, and the following detailed report of the doings of the Board, during its fifteenth official year.

The Abstract herewith presented furnishes abundant and cheering evidence that our Common School System is steadily improving from year to year, and becoming more and more popular and efficient. Fourteen years ago the amount of money raised by taxation throughout the Commonwealth, for the support of Public Schools, was only $387,124 a year: now it is almost three times that amount, having, the last year, increased to upwards of $915,839; a gain of more than half a million. During that short period the number of our Public Schools has swelled from 2918 to 3987; an increase of more than a thousand schools; and the average length of school terms has advanced from 6 months and 25 days, to 7 months and 14 days: a gain for the Commonwealth at large of 75,753 days, or more than 202 years of school instruction in one single year.

The whole number of public school teachers has increased, since 1837, from 5961 to 8694: a gain of 2733, or nearly 50 per cent. Of this increased force of teachers, 2671 are females.

It will be perceived that the increase of teachers exceeds, in ratio, the increase of schools. If our present number of teachers held the old relation to the number of schools, their present force must be reduced from 8694 to 8111,—a reduction of 583 teachers,—which is equal to 18,592 days, or more than half a century of teaching every year.

Combining the increase of teachers with the increased length of school terms already stated, we learn that our 3987 schools received, during the year 1850–1, upwards of 252 years more of instruction than they could have received in 1837 from the number of teachers, and in the length of term, which are stated in the School Returns of that year.

Since 1837 there has been made a very encouraging advancement in the average rate of compensation paid to the teachers, both male and female, in our Public Schools. The average rate of wages per month, in 1837, was $25 44 for males, and $11 38 for females; it is now $36 29 for males, and $15 25 for females,—an advance of $10 85 for males, and $3 87 for females. The Board regard with great satisfaction these indications of an increased and better public appreciation of the value of good instructors.

There has also been made a very large advance in the amount of money appropriated by our towns annually, for the education of each child between the ages on which the distribution of the income of our school fund is predicated.

Ten years ago, these ages were 4 and 16 years; now they are 5 and 15.

Ten years ago, the number of persons between the ages of 4 and 16 years was 184,896. The past year, the number of persons between the ages of 5 and 15 years is 196,536. Difference, 11,640.

Each child, thus reckoned in the computation of 1841, represented a tax of $2 59. Each child, of the larger number now reckoned, represents a tax of $4 71. It thus appears that the people of Massachusetts, within ten years, have nearly doubled their annual appropriation for the education of every scholar in our Common Schools.

A careful inspection of the tables contained in the School Abstract herewith transmitted, will present many other facts of great interest to every friend of popular education. To such an individual a comparison of the Abstracts of our School Returns, from 1837 to the present time, will furnish an entertainment most delightful and instructive.

At the annual meeting of the Board, in December, 1850, Rev. Dr. Sears was reëlected Secretary, and J. T. Stevenson, Esq., Treasurer; and Committees of the Board were chosen to visit, examine and supervise the several Normal Schools. Those Committees consisted of the following gentlemen, viz.:—

Messrs. Kinnicutt, Emerson, Otheman and the Secretary, for the school at West Newton;

Messrs. Davis, Hopkins, Bolles, (succeeded by His Honor Lieut. Governor Cushman,) and the Secretary, for the school at Westfield;

Messrs. Phillips, Reed, (succeeded by Mr. Bolles,) Hooker, and the Secretary, for the school at Bridgewater.

The Reports of these several Committees are hereto appended, and furnish their usual amount of valuable information in regard to the condition and welfare of those institutions.

The Normal School, now at West Newton, continues to deserve and enjoy a full measure of prosperity. It has the honor of being the first and oldest institution of this class in the New World. Originally established at Lexington, July 3, 1839, it was transferred in May, 1844, to West Newton. The building which it occupies was the gift of Hon. Josiah Quincy, Jr. This edifice was fitted up at an expense of more than $600 by the inhabitants of West Newton, who have ever felt and manifested a deep interest in the welfare of the Normal School.*

It has always been an exclusively female school. The whole number of pupils that have been connected with it is 686, of whom 539 have completed the prescribed course of study and attendance. Nearly all of this number (539) have become teachers in our Public Schools, the great majority of them for several years, or permanently.

There are two large and flourishing town schools, (grammar and primary,) which have, by the liberality of the town, been established near by, and connected as model schools with this institution.

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* This statement, it is hoped, will correct some impressions derived from a passage contained in Senate Document for 1851, No. 86, p. 9.

The demand for teachers educated at the West Newton Normal School far exceeds the supply; and the pressure of candidates for admission, notwithstanding the large increase in the standard of qualification, is much beyond the present capacity of the institution.

The whole number of pupils the past year has been 154, of whom 60 were admitted in April and September. Only one class has graduated, numbering 28. The number of pupils now considerably exceeds the means of conveniently seating them in the Normal Schoolhouse.

The Board would respectfully renew the suggestions contained in their last Report, (*See House Document, No.* 1, p. 9, for 1851,) in regard to increased accommodations for this school, hoping that they may receive the favorable attention of the legislature.

The school at Westfield is prosperous and fully attended.

The attendance for the year ending November 18, 1851, has been as follows:—Winter term, 51; summer term, 40; fall term, 62. Total, 153. About 20 per cent. of these have been males.

This school was established at Barre, September 4, 1839, and continued till November, 1841. It was suspended from that time till September 4, 1844, when it was reöpened at Westfield.

During these two periods, (up to November 18, 1851,) 650 pupils, male and female, have attended for one term or more.

Before 1850 an attendance of two terms was required. Since 1850 all have been required to attend three terms, of which two must, now, be consecutive. Under the present principal, the whole number of pupils entered, (up to September, 1851,) has been 365. Of these there have attended the required time, 247. Of the other 118, a considerable number are expected to return for further instruction. Of the whole number, (365,) 205 had taught school before admission.

The school at Bridgewater has had, during the past year, an average attendance of 79, viz.:

1st Term,	73
2d "	86
3d "	77

There were graduated at the 1st Term,	24
" " " 2d "	22
" " " 3d "	21
Total,	67

This school went into operation Sept. 9, 1840, under a rule of the Board that the pupils should attend the school for at least two terms, which were not required to be consecutive. This rule was altered in 1846, so as to require pupils who joined the school after July in that year, to remain connected therewith one year in consecutive terms. During these two periods the history of the school has been as follows:—

First Period, (1840–6.)

Whole No. of scholars who entered,		405
Males,	197	
Females,	208	
Staid one term or less,		97
" two terms only,		113
" more than two terms,		195
Of those who staid two terms or more, there are known to have taught school,		253
Not to have taught,		8
Died in this period,		36
Married, of the females who attended,		71

Of the others we have no information.

Second Period, (1846–51.)

Entered the school,		327
Males,	117	
Females,	210	
Died,		2
Females married,		10

Number that remained one year or more,	212
" " " less than one year,	52
Now in school,	63
Known to have become teachers of those who finished the prescribed course,	160
Not so known,	6
Young ladies just graduated who may not get schools till next summer,	16

The school has, therefore, to a greater or less extent, instructed 669 pupils, most of whom have afterwards taught in the Public Schools of Massachusetts. More than a hundred of the graduates, we believe, have been employed in teaching permanent yearly schools.

From these three Normal Schools there have graduated, or gone out, with longer or shorter terms of normal instruction, 2068 pupils.

It is gratifying to know that, from year to year, the public desire and demand for teachers who have been thus trained, have been steadily increasing, and that, at no former period in the history of these schools, have their practical character and value been so generally felt and appreciated.

The Board is not without hope that in course of time, and at no very distant period, there will be established, by the combined liberality of the State, of the counties, of towns and of private individuals, a flourishing Normal School in almost every county in this Commonwealth, so that not one solitary teacher in Massachusetts may be unable to avail himself of the benefit of such institutions.

The whole expense of the existing Normal Schools, from the period of their establishment to the present time, is about half the cost of the State Reform School, which was established ten years after this Board began its operations.

At its annual meeting, Dec., 1850, official notice was given to the Board that the legacy of $10,797 72, bequeathed by the late Henry Todd, for the benefit of Normal Schools, had, in accordance with the Act of March 9, 1850, been paid into the treasury of the Commonwealth, and the Secretary of the Board was directed to inform the executor of Mr. Todd's will, that the Board would feel bound to apply the income of this fund "to such specific objects in connection with the Normal Schools, as are not provided for" by legislative appropriation.

This fund is now invested in Massachusetts 5 per cent. stock, redeemable in 1860.

Three hundred dollars of the income of the Todd fund was appropriated by the Board for the purchase of piano fortes, for the use of the Normal Schools at Westfield and Bridgewater: two hundred dollars for the employment of Mons. Guyot, to deliver a course of lectures and instruction in geography in each of the Normal Schools: and sixty dollars for the purchase of three sets of raised and colored maps for said schools.

The following appropriations were made, and have been applied by the Board for these several institutions:—

West Newton Normal School, . . .	$2635
Westfield " " . . .	2280
Bridgewater " " . . .	2885
Total, ...	$7800

Having long felt that the salaries of the teachers in these schools were unreasonably small, and considering it a matter of actual duty to advance them at the earliest practicable moment, the Board, at its semiannual meeting in May last, voted as follows:—that the Principal of the School at Bridgewater should, from January 1, 1851, be paid at the rate of $1500 a year;—that from May 28, 1851, Mr. R. Edwards, Jr., should be paid at the rate of $700, and Mr. A. G. Boyden, at the rate of $400 a year;—that the second and third assistant teachers at the West Newton Normal School, from January 1, 1851, should be paid at the rate of $300 a year, and that $200 should be applied to increase the salaries of the teachers of the Westfield School, at the discretion of the Visitors of that school.

At the same semiannual meeting, a report from the Committee on Agencies, (consisting of Messrs. Emerson and the Secretary,) chosen in 1850, was made and adopted, recommending that the Board should employ two agents, one of whom should be practically acquainted with teaching and the general management of schools, and who should devote himself to the visitation and examination of schools, and conference with, and lectures to, school teachers, school committees, and the parents of scholars; and the other of whom should be a man of popular eloquence, experience in the management of public affairs, to be employed as long as the means of the Board would allow, in addressing public assemblies in various parts of Massachusetts on the subject of education.

Mr. S. S. Greene was appointed Visiting Agent, and Hon. Charles W. Upham, Lecturing Agent, in accordance with the suggestions contained in that report.

Mr. Greene labored for about one month in this agency and then resigned the office.

Mr. Daniel Leach, an experienced and able teacher, succeeded him in June, and up to the present time has continued in his labors, visiting numerous towns in six of the counties, conferring with school committees, and with or without them visiting and inspecting schools, pointing out defects in their management or modes of instruction, and by actual teaching, illustrating in the schools his own methods and views;—occasionally lecturing to assemblies of parents;—collecting teachers together from different districts or towns contiguous, and either by day or evening, exhibiting the best methods of instruction and mental discipline, aiding all who desired aid, and in every way endeavoring to give efficiency and energy to the Common School System.

Mr. Upham entered upon his duties, as Lecturing Agent of the Board, August 1, 1851. With the exception of about one week he has been constantly engaged in those duties up to the present time. He has visited about fifty towns, addressing, in most of them, large assemblies, aiming to explain the policy of the legislature in respect to public schools, and endeavoring to enlist the towns in a hearty coöperation with the State in elevating and improving those schools. His services, differing thus materially from those of Mr. Leach, yet equally necessary, are, like those of Mr. Leach, producing, as we believe, desirable and important results.

During the year, the Secretary of the Board has met, and with such assistance as is set forth in his Report, conducted the proceedings of twelve Teachers' Institutes, each of which occupied six working days.

The average attendance of teachers, and of persons preparing to become teachers immediately, was 120, exclusive of pupils from Normal Schools ;—so that about 1435 persons, now actually engaged, or soon to be engaged, as instructors in our Common Schools, have enjoyed the advantages of these institutes.

The great practical value of such assemblies is set forth in the Secretary's report to the Board. In his views the Board concur, and they have no doubt that an enlarged appropriation for the purpose of extending the system of institutes, as Dr. Sears suggests, would be a judicious exercise of legislative liberality, and would result in great public benefit.

In the judgment of the Board, the past year is one of special interest in the history of the education movement in Massachusetts. The active zeal and interest manifested by the people all over the State in regard to schools, teachers, institutes, and the Normal Schools, is alike remarkable and welcome, not merely as an encouraging result, in some degree, of the former labors of the Board, but as an indication of still greater advantages and benefits to be gained and enjoyed hereafter.

Should the school fund expand, in accordance with the legislative wish, expressed by the Act of May 7, 1851, to a million and a half of dollars, and at the end of fifteen years to come should nothing have occurred to interrupt the present course of events, Massachusetts will present to the world the best example that the world has seen of an efficient and thorough, if not perfect, system of public education.

GEO. S. BOUTWELL,
HENRY W. CUSHMAN,
HENRY B. HOOKER,
THOS. KINNICUTT,
EMERSON DAVIS,
GEO. B. EMERSON,
M. HOPKINS,
EDWARD OTHEMAN,
ISAAC DAVIS.

Boston, December 11*th*, 1851.

Report of the Visitors of the State Normal School at West Newton.

The visitors of this school respectfully report, that, during the year now past, the whole number of pupils has been 154; the number admitted at the two examinations for admission, in April and September, 60; the number dismissed, for various reasons, 22; the number of those who have left the school after completing their course, 28; there having been only one such class this year.

The examinations for admission have been somewhat exact; and many of those who have applied for admission have not been found sufficiently well qualified, in the studies pursued at the Common Schools. It seems desirable that the standard of requirements for admission should be annually raised, and that those only who have faithfully used their opportunities at the lower schools, should be admitted to the higher privileges of the Normal Schools.

In the pupils of the last year, 8 different counties, and 47 different towns are represented; and 17 pupils have been admitted from other states. Suffolk County has sent 62; Middlesex, 41; Norfolk, 13; Worcester, 9; Essex, 5; Plymouth, 4; Nantucket, 2; Barnstable, 1. Rhode Island has sent 6; Vermont, 5; New Hampshire, 1; Maine, 1; New Jersey, 1; Pennsylvania, 1; Tennessee, 1; Louisiana, 1.

The parents of these pupils are, according to the callings which they pursue, or have pursued,—farmers, 25; merchants, 23; carpenters, 11; clergymen, 7; manufacturers, 5; masons, 4; clerks, 4; coopers, 3; painters, 3; tailors, 3; provision dealers, 3; ship-masters, 3; cabinet makers, 2; surgeons and physicians, 2; livery stable keepers, 2; express men, 2; bakers, 2; caulkers, 2; government officers, 2; police officers, 2; pianoforte makers, 2; and, of lecturers, tallow chandlers, stage agents, silversmiths, hair-dressers, lawyers, druggists, machinists, book-keepers, varnishers, seamen, shoemakers, bookfolders, cashiers of banks, tanners, brokers, school teachers, 1 each, and 20 are children of widows.

The average age of the whole school is 18 years and 6 months; of the junior class, at the time of their admission, 18 years and 9 months.

The number of those who had, for a longer or shorter time, been engaged in teaching, before entering the Normal School, is 41. The average number of pupils, for each of the three terms, has been 95; the greatest number belonging to the school, at any time, 110.

For many weeks during the early part of the year, the principal, Mr. E. S. Stearns, was obliged, by the state of his health, to be absent. The school, meanwhile, was very effectively and satisfactorily carried on by the first assistant, Miss R. M. Pennell, and her associates, Miss Crocker and Miss Whittemore, with the aid of two of the more advanced of the ex-senior class. The manner in which these young ladies sustained the school, and performed the onerous duties which devolved upon them, was in the highest degree gratifying to the Visiting Committee.

The weight of responsibility, care, and labor, was perhaps too severe for the delicate constitution of females; and the first assistant has, with the free concurrence of the Committee, resigned, for a time, her place in the instruction and government of the school,—her duties being performed, during her absence, in the same manner as those of the principal had been during his absence.

The connexion of the Normal School with the excellent Model School continues. The number of pupils in the grammar department of this school, which is, at the same time, a representative of the district school, and of a high school of a very respectable class,—has been, for the year, 126, of the average age of 14 years; of which number, 40 have been from without the district, and have consequently paid tuition.

The whole number connected with the primary department has been 92, of the average age of 7 years. The present number of this department is 71.

The mutual connexion of this school and the Normal School is an advantage to both. The principal of the grammar department is an able, faithful and skilful teacher. The primary department is under the immediate charge of a former pupil of the Normal School, and is extremely well managed and taught. In this and the grammar department all the pupils of the senior class in the Normal School have an opportunity, by turns, of teaching; and, while engaged in this part of their duties, they have the advantage of advice and suggestions from the teacher of this department, and from the principals of the grammar department and of the Normal School. Three of the pupils of the Normal School are in this way constantly receiving lessons upon the actual management of a school similar to those in which they are preparing to be engaged.

The primary department in the Model School was formerly under the exclusive management of pupils from the Normal School. At the suggestion of the principal of this school, a great improvement has been made in it by the appointment of a permanent teacher. By this change, which secures unity of plan, the school is rendered more valuable to the children within it, and a more suitable place for the pupils of the Normal School to make their first essays in the art of teaching.

During the year, this Normal School has been visited by large numbers of teachers, accompanied, in some instances, by their committees, from the schools in other parts of the State.

On the whole, it is gratifying to the Committee to be able to express their confident belief that the school is steadily advancing; that it not only sustains, but adds to, the high reputation for thoroughness, efficiency, and usefulness which it has uniformly enjoyed.

The numbers have already become rather too large to be well accommodated, and it is a thing very much to be desired that ampler accommodations should be furnished for the increasing numbers which are thronging to it.

For the Committee,

GEO. B. EMERSON.

Report of the Visitors of the State Normal School at Bridgewater.

The academic year of the school commenced December 4th, 1850, and the first term ended March 11th, 1851. The second term commenced March 26th, and ended July 1st. The third term commenced August 6th, and ended November 11th.

For the first term 23 pupils were received,
" second " 32 " " "
" third " 16 " " " Total, 71

There were graduated, first term, . . . 24
" " " second " . . . 22
" " " third, . . . 21

Total, ... 67

During the first term 73 pupils were present,
" second " 86 " " "
" third " 77 " " "
Average attendance, . . . 79

During the year the school has been presented with forty copies of Mann and Chase's Arithmetic, by Messrs. E. H. Butler & Co., Philadelphia; and with twenty-four copies of Wells' English Grammar, by Messrs. J. P. Jewett & Co., Boston; and with forty copies of Davis's Legendre, by Messrs. A. S. Barnes & Co., New York.

Between 200 and 300 trees, chiefly forest trees, have been set out during the year.

The able principal of this school, Mr. Tillinghast, was released from the care of the school during the third term, for the purpose of recruiting his health. During his absence the school was under the care of Messrs. Edwards and Boyden, with a temporary assistant, who sustained their responsibilities with great fidelity, ability and success. We are gratified to learn that the principal's health is so far restored that he has resumed his duties the present term.

The visitors, one or more of them, have been present at each term examination, and also at the examination of entering classes. They concur in the belief, that talent of a high order, with great skill and faithfulness, has been employed in the work of Normal School instruction. They have never witnessed more satisfactory evidence of the progress of the pupils. This institution well sustains the reputation gained in former years.

For the Committee,

H. B. HOOKER.

Report of the Visitors of the State Normal School at Westfield.

The year is divided into three terms. The number of students during the last winter term was 51; during the summer, 40, and during the fall, 62. Each scholar is required to attend three terms, two of which must be consecutive. In some cases, agreeable to a rule of the Board, those who have had some experience in teaching, and more than ordinary qualifications, have been admitted for a shorter time. Out of 365, who have been admitted in five years, 247 have attended the full time, and a considerable number of the remaining 118 will complete their course. Of the above number, a large proportion had taught more or less previous to their joining the school.

It appears from the register kept by the principal, that the numbers of males is gradually diminishing from year to year. In 1847, forty-one per cent. of the pupils were males; in 1848, thirty-nine per cent.; in 1849, thirty-two per cent.; in 1850, twenty-six per cent; and in 1851, only twenty per cent. Most of the young men that attend are those who wish to qualify themselves for teaching as a profession, and as the number who can obtain employment the year round is small, there is reason to suppose the number of males in this school will be comparatively small.

The instruction given is thorough and accurate, and the pupils are diligent and faithful. Most of them have arrived at an age, at which they have some just appreciation of the value of time, and are easily governed.

During the second and third terms, pupils instruct classes in the Model School, at such hours as not to interfere with their recitations.

The lectures of Mr. Guyot, last summer, were very gratefully received by the pupils.

The success of the pupils of this school in teaching is very good; a considerable number have obtained permanent situations, and are exerting a healthful influence upon the cause of education in the community where they labor.

We are happy to be able to say, that many teachers, who have never attended the Normal School, by intercourse with those that have, learn their modes and imbibe something of their spirit, so that the Normal Schools are indirectly benefitting the whole mass of teachers in the Commonwealth.

E. DAVIS, }
M. HOPKINS, } *Visitors.*

Westfield, December 9, 1851.

Dr. BOARD OF EDUCATION, *in account with* J. THOS. STEVENSON, *Treasurer.* Cr.

1851.				
	To sundry Payments of School at WESTFIELD—			
Jan. 3	Salary of Principal, 3 months, - -	$275 00		
	" " Assistants, 3 months, - -	175 00		
	Music, $40; writing, $40, - - -	80 00		
			$530 00	
April 1	Salary of Principal, 3 months, - -	275 00		
	" " Assistants, 3 months, - -	175 00		
	Music, $40; writing, $40, - - -	80 00		
	Insurance on schoolhouse, - - -	25 00		
	Repairs of do. - - -	6 00		
			561 00	
July 1	Salaries, Principal, $275; Assistants, $175,	450 00		
	Music, $40; writing, $40; repairs, $10 50,	90 50		
			540 50	
Oct. 2	Salaries, Principal, $275; Assistants, $200,	475 00		
	Music, $40; writing, $40; repairs, $68 68,	148 68		
	Wood, - - - - - -	40 00		
			663 68	
				$2295 18
	To sundry Payments of School at WEST NEWTON—			
Jan. 6	Salary of Principal, 3 months, - -	325 00		
	Salaries of three Assistants, 3 months, -	284 00		
			609 00	
April 1	Salary of Principal, 3 months, - -	325 00		
	Salaries of three Assistants, - - -	250 00		
			575 00	
July 1	Salary of Principal, 3 months, - -	325 00		
	Salaries of three Assistants, - - -	250 00		
			575 00	
Oct. 1	Salary of Principal, 3 months, - -	325 00		
	Salaries of three Assistants, - - -	250 00		
			575 00	
Dec.	Premium insurance on schoolhouse, - -	49 24		
	Amount of deposit note on policy of insurance, in name of Horace Mann, he to be held harmless in case of claim arising thereon, -	54 00		
			103 24	
				2437 24

1851.			
	By Amount Balance of last account, - -		$680 33
	" Amounts received of State Treasurer,—		
Jan. 2	Cash, - - - -	$1800 00	
April 1	Cash, - - - -	1800 00	
July 3	Cash, - - - -	1800 00	
Oct. 1	Cash, - - - -	1500 00	
			6900 00
	" Amount received Income Todd Fund—		
Mar. 17	Cash, - - - -	269 94	
July 3	Cash, - - - -	269 94	
			539 88
Dec. 5	" Amount of Horace Mann's note as deposit with Mechanics Mutual Ins. Co., for policy on schoolhouse at W. Newton, to debit contra,		54 00

	To sundry Payments of School at BRIDGEWATER—					
Jan. 14	Salary of Principal, $350; Assistants, $225,	575 00				
	Postages, &c., last ten years, - -	50 00				
	Appropriation to date, $71 25; trees, &c., $114,	185 25				
			810 25			
do 21	John Wilson, for books, - - - -		13 50			
Mar. 29	G. W. Pratt, instruction in music, - - -		83 10			
April 5	Salaries, Principal, $325; Assistants, $225,	550 00				
	School appropriation, - - -	71 25				
			621 25			
June 30	O. Ditson, for music books, - - - -		31 50			
July 2	Salaries, Principal, $425; Assistants, $248 80,	673 80				
	School appropriation, - - -	71 25				
		745 05				
	Less Ditson's bill, charged above, - -	31 50				
			713 55			
Oct. 6	Salaries, Principal, $375; Assistants, $287 50,	662 50				
	School appropriation, - - -	71 25				
			733 75			
				3006 90		
	To sundry Payments, order of Secretary—					
Jan. 24	Three Surface Maps of Massachusetts, - -		9 00			
Feb. 28	L. Mason, for Piano Forte, } These two items paid out }		150 00			
Dec. 2	A. Guyot, for Lectures, } of the Todd fund, }		200 00			
				359 00		
				$8098 32		
do 6	To Cash paid Secretary, to balance, - - -			75 89		
				$8174 21		$8174 21

E. & O. E. Boston, December 6th, 1851.

J. THOS. STEVENSON, *Treasurer.*

The Committee of Auditors have examined the above Account, and find it to be properly vouched.

THOS. KINNICUTT,
H. B. HOOKER.

BOSTON, DEC. 10, 1851.

FIFTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION.

TO THE BOARD OF EDUCATION,—

Gentlemen ;—

Having, in previous Reports, discussed various topics connected with the general management of the Public Schools, I design, in the present, to call attention to the subject of Instruction. Great progress has been made, by most of the cities and towns of the Commonwealth, in the amount of money raised for education, in the commodiousness and elegance of schoolhouses, and in the qualifications and permanency of teachers. Everything, indeed, relating to the support, policy, and supervision of the schools, bears evident marks of improvement. On the part of teachers, increased attention has been paid to the necessity of adapting their instruction to the capacities of their pupils. Text-books have been simplified. Apparatus for illustration has been more generally introduced. On the part of the people, both committees and parents have interested themselves much more than formerly in the daily routine of the school-room, especially in regard to regularity of attendance. But, notwithstanding all this, not a little yet remains to be accomplished before the people of the Commonwealth ought to be satisfied with the means of instruction provided for their children. There is still, in the majority of the schools, a needless waste of time and money. Among the many improvements in education required by the public good, none seems more necessary, at the present time, than improvement in the methods of instruction.

In order to effect completely a change so desirable and so salutary, many points, liable to be overlooked, must be attentively considered by teachers and school committees. The number of branches taught must be reduced and restricted to those things which are fundamental; and narrower bounds must be set to the surface over which instruction is extended in each. The reasoning faculties of children must not be so prematurely and disproportionately taxed. The memory must be less encumbered with definitions and formulas which the child cannot understand. The synthetic method of instruction must yield somewhat, and give more place to the analytic. Facts and phenomena, adapted to the capacities of the young, and addressed to the senses and the imagination, must precede and prepare the way for the contemplation of abstract principles. The order of studies must be arranged with reference to the order in which the mental faculties are developed not less than to the logical dependence of one branch of study upon another. A given amount of knowledge, as the highest object of education, must be abandoned, and the spirit and habits of acquisition by just methods, and the general tone of the moral sentiments and of the whole character, substituted in its place.

A complete view of a subject so extensive, cannot be attempted in this Report. All that can here be undertaken is to select, for more particular remark, such errors and mistakes as are highly injurious in their influence, and present them in connection with the appropriate remedies; and to append a general view of the course of study and of the method of instruction adapted to the lower schools.

It may not be improper to begin our observations with an examination of certain vague ideas which are carelessly entertained, and yet have sufficient efficacy to be highly detrimental to the schools. Many seem to suppose, if their opinions may fairly be inferred from their actions, that the whole duty of the teacher is to instruct his pupils in "the common branches," as they are usually termed, and to maintain so much discipline as is necessary to that end. But every man of reflection will perceive that this platform is altogether too narrow; that neither the individual nor the community can realize the benefits of a true education if the Public Schools are conducted simply on this plan. In order to answer its purpose, any sysstem of popular education must embrace, in addition to those branches, the cultivation of the manners, of the private and social virtues, and of the religious sentiment. The most perfect development of the mind, no less than the order of the school and the stability of society, demands a religious education.

Massachusetts may be regarded as having settled, at least for herself, this great question of the connection of religion with the Public Schools. She holds that religion is the highest and noblest possession of the mind, and is conducive to all the true interests of man and of society, and therefore she cannot do otherwise than seek to place her schools under its beneficent influence. The constitution and laws of the Commonwealth enjoin it upon teachers to inculcate piety and Christian morals, love to God and love to man. But the government does not in this, nor in any other instance, regard religion as one of the legitimate ends of its own organization. The maintenance and propagation of the Christian faith it very properly leaves to ecclesiastical bodies. It employs religion only as a means of its own security and prosperity, and even then only so far as it can do so without violating the rights of conscience. What it needs for its own safety and well-being is the spirit of the decalogue as expounded by the Great Teacher of mankind, while varying creeds, which are so much in controversy, are not indispensable as a means of public education, especially in a country where such ample opportunities exist for peculiar doctrinal instruction in other ways. Each family has, or may have, its religious tenets inculcated around its own fire-side. It has also access to a Sabbath school of its own faith, or at least of its own choice; and may, moreover, always enjoy instruction from the pulpit in accordance with its own preferences. In the exclusion of distinctive creeds from the schools, religious persons, of almost every name, are singularly agreed, and thus we have the sentiment of the people at large in support of the law as it now stands.

The formation of a virtuous character is the natural result of a right religious training. Still, as the principles of religious and moral truth may be taught without producing a corresponding character, it is more important for the teacher to lead his pupils to the practice of virtue than it is to instruct them in the theory of it. The school furnishes peculiar facilities for cultivating all the social virtues. Though the family may be regarded as the primary society where the principles of government are first taught and exemplified, there are many important lessons to be learned preparatory to general society, for the inculcation and practice of which the school presents more frequent occasion than the family. The number of persons associated together is greater in the former than in the latter; social equality is more perfect; and the application of the principles of justice in regulating the little community is made more conspicuous. The authority of the teacher is less permanent and absolute than that of the parent. As the number of persons and the variety of character and dispositions increase, the machinery of government becomes more complicated. Beside the multitude of questions of equity which arise within the organization of the school, there are others growing out of peculiar external relations, as those of the school to the family, to the committee, to the children not belonging to the school, and to the citizens at large. Here is ample scope for the exercise of all the social virtues; and the teacher, who, while governing the school, aims at training his pupils to an intelligent view and voluntary discharge of all their duties, will find that his office invests him with an almost unlimited power for expanding and ennobling the character of the young. The comprehension of all such relations as those above-named, and the application of just principles in regulating the conduct in each of them, are among the most appropriate and most important ends to be attained in the Public Schools. It is not enough to teach the rudiments of knowledge and to govern the school for the time being. The mind is to be educated for freedom by a gradual growth in both knowledge and virtue, which shall render liberty safe by causing a voluntary self-control, and submission to rightful authority.

Manners are to be regarded as a necessary accompaniment to morals. Indeed, there is no natural line of division between the two. They are related to each other as thought and expression are, and should be cultivated together. In the immature state of our society as compared with that of the old world, and in the engrossment of the general mind with enterprises for the accumulation of wealth, it is not strange that there should be some want of refinement, and that the national manners should, to cultivated Europeans, appear somewhat unpolished. But the time has now arrived when it is not so easy as it once was to apologize for these defects. Such are now our means of intellectual culture and improvement in all that adorns human nature and society, that it is inexcusable longer to allow this blemish to adhere to us as a people. It is in the power of the Public Schools to change the whole aspect of society in this respect. They can be made to act simultaneously upon every family in the Commonwealth. While refined manners would otherwise long continue to be limited mostly to certain favored circles, they might easily, by means of an improvement in our system of education, be made a blessing and an ornament to all classes in the community. Why should not the same hand that deals out knowledge indiscriminately to all the children of the Commonwealth, aim to engraft as universally upon the manners of all these children the amenities and courtesies of life? Let but the school committees select their teachers and inspect their schools with reference to this object, and a change would come over the manners of the young which would add a new charm to society. The erection of new and beautiful schoolhouses, and the introduction of neat and elegant furniture, have greatly facilitated the task of the teacher in regulating the intercourse and personal habits of his pupils. In a free republic like ours, where children have, of late, been becoming more republican than their seniors, parents would do well to second the efforts of teachers in training the young to that deferential deportment, and to those common civilities, the absence of which can never be noticed but with grief.

Another popular opinion, prejudicial to the interests of the schools, relates to practical education; and requires that it be conducted with special reference to the future occupation of the pupil. Nothing can be more crude than the notions often put forth on this subject. Of those things necessary to be known and practised in common life, scarcely one is adapted to the school room. The mechanic and other useful arts must be learned in those particular places where they are practised. There are no proper materials or arrangements for teaching them in the schools, nor is it desirable that there should be. These are not the subjects in respect to which the parent needs the aid of the teacher. He can teach the knowledge of his own business or cause others to teach theirs to his children better than it can be done in the school. Any attempt to render the schools more practical by making them industrial establishments, will tend only to divert them from their true office without accomplishing any important object. There are only two appropriate ways of obtaining the practical education referred to ; the one is by something of the nature of an apprenticeship, and the other by attending a regular technical or practical school. In such an institution nothing but the application of science to the arts can properly be taught. A knowledge of the elementary principles of science, not to mention the common branches of education, must precede and be acquired in a preparatory school, else the technical school will be degraded, and its professors will be compelled to do the work of mere tutors. To talk of a practical school, where the rules of art without its principles are taught, is idle. A workshop or a farm would be better than such a school. In this sense, it is to be hoped our Common Schools will never become practical. How, then, can the elementary schools be made practical ? By rendering them strictly elementary ; by developing the mind and furnishing it with the instruments of general knowledge ; by giving power to the intellect which it can skilfully wield in any direction, and apply to any purpose. The man must precede the artisan. The knowledge common to all persons of ordinary education should go before that which is peculiar to any trade or profession. It follows that all children need essentially the same elementary education. We cannot foresee what will be the occupation or condition of the child on reaching his maturity, and cannot therefore safely descend to specialities in his education. Time must develop the order of his talents, and circumstances must determine the sphere of his duties. Meanwhile his education should be such as to fit him equally for any of the ordinary situations of life.

It is a very common error to regard education as consisting chiefly in the acquisition of knowledge. Persons who entertain this view generally estimate knowledge by its extent rather than by its depth. If we look into the schools where education is conducted on such a principle—and it would not be difficult to find them—we shall see the pupils laboring to store the memory with an immense mass of words and sentences, which are to them often little better than the words of a dead language, or of facts without understanding their nature, relations, or uses. The minds of such persons are like furniture rooms, crammed with articles without utility or order. The acquisitions made are not deeply fixed in the mind. The objects presented to view leave no distinct picture on the imagination. They are not compared, classified and arranged into a system by the intellect of the pupil, and consequently the memory holds them by a slight tenure. Knowledge thus acquired is too superficial to deserve the name, and rather injures than improves the mind. The habit of taking up with first impressions and specious appearances, of allowing loose and inaccurate ideas to float in the mind, is most pernicious in its influences. It tends to weaken the understanding, to destroy its soundness and integrity, and to render it incapable of those decisive and sure acts which are necessary to command reliance. What is chiefly to be aimed at in training this faculty is to give it power and precision, so that it may be both effective and safe in its operations. Such a result can be produced only by patient, exact, and thorough training. Mental discipline is a primary object of education, to which the acquisition of knowledge is but secondary. The latter is, in this stage of study, chiefly important as a means of intellectual training, having at the same time a true but subordinate value in itself. Extensive knowledge is not necessary to mental discipline. A little that is well known and thoroughly digested is vastly superior in worth to a great amount hastily and superficially acquired. Not only is its effect upon the mind better, but its value as an instrument of future acquisition is greater. If elementary knowledge be of a faulty character, all that higher knowledge which depends upon it will be equally so. The principle here laid down will appear the more important, if we consider that its influence is not limited to the elementary schools, but extends to all our higher institutions of learning.

The weakest point in the whole system of American education, is its deficiency in thoroughness in all the elementary courses. The students in our colleges need twice as much preparatory study as they now have. In our academies, pupils enter upon the study of the ancient languages with a very defective English education. And it will be found, upon examination, that the whole superstructure of our higher education is insecure in consequence of the slender foundation laid in the elementary schools. The evil spreads from the root of the tree to all its branches, and can be effectually arrested only where it originates. Until the time of study can be greatly increased in our schools, the course of instruction ought to be restricted within narrower limits. Not only should the number of branches be diminished, but, (as has been already remarked,) the extent to which each is pursued should be curtailed. It is of but little use to proceed far, in studies, in the confused and superficial way which is now so common. If the plan be well laid out, and the studies be properly arranged, the more labor there is bestowed upon the elementary part of each, the better will it be for the future progress of the learner. Beside the impossibility of doing well all that is ordinarily attempted, many of the subjects presented are not truly of an elementary nature, and may, on that account, better be postponed. Requiring as they do a certain amount of preparatory knowledge, and of maturity of judgment in order to be understood, they fail of their object when prematurely introduced, and lose, perhaps forever, by being improperly used, the power of creating interest in the mind. It matters not how important and useful in themselves these higher studies may be. They may be more advantageously pursued at a future time. At present, something more radical is required, namely, the power of acquisition. Though elementary knowledge be limited, if it be well chosen, and used chiefly as a means of intellectual training, it will constitute a solid basis, on which the acquisitions of a whole life may safely rest. If every exercise in the school were such in its disciplinary character that it might serve as a pattern to be copied in all the remaining studies and business of life, this one feature in a system of education would be so valuable that, in comparison with it, all the ostentatious attainments made without method or discipline would be of little account. Habits of order, of accuracy and thoroughness, lie at the foundation of all success in business no less than in scholarship. This building up of the solid frame-work of the mind, giving it capacity and aptitude for vigorous and systematic action, is a principal object of education. A contrary course impairs the strength of the intellect, weakens the whole foundation of character, begets disgust with intellectual effort, leads to sciolism and conceit, and produces just such a character as it is the business of true education to guard against.

Among the faults observable in the mode of teaching in the Common Schools, that of attaching more importance to words than to things is conspicuous. The true method is just the reverse of this. Not only should the latter be made much more prominent than the former, but should come first in the order of time. Objects stand related to signs or symbols as substance to shadow. Language itself should, as far as possible, be studied from an inner point of view, beginning with the thought, and thence proceeding to its expression as from cause to effect; or, to speak more definitely, the words of the author should set the understanding and imagination of the pupil at work upon the objects or ideas represented, and these, when truly and vividly conceived, should give to the words employed their more precise import in the connection. In this way language will be learned, as it is in common speech, by usage. It will then be strictly vernacular; whereas that which is learned merely from the dictionary is in some sense a dead language. But I refer to something that lies deeper than this. Teachers do not duly consider what a wide difference there is between the abstract view of the author and the more concrete and life-like view of the pupil;—between the learned terms and artificial style of the one, and the familiar words and easy, simple language of the other. The consequence is, that the language of the book, though committed to memory and repeated paragraph after paragraph, remains a dead letter. The instructor, feeling no difficulty himself in understanding the words and constructions used, and not putting himself sufficiently in the position of the child, takes it for granted that the latter understands all except a few unusual or technical terms, and thinks he reaches the intellect, when in fact half that is learned is only by the mechanical act of putting syllables rightly together, and the equally mechanical act of retaining them in the memory. In hundreds of schools the knowledge of classes in respect to the ideas of the language they repeat has been tested; and the result has astonished none more than it has the teachers themselves. In most cases a full knowledge of the facts would lead to the proper remedy. But in some instances, the practice of committing to memory learned phrases and abstract rules and definitions without understanding them, is defended, on the ground that the time will come when the language will be understood. Suppose all this to be true; it would not follow that the course is a judicious one. What use can the pupil *now* make of ideas, that are as yet unborn? If one of the most important objects of education is mental discipline, and, if this can result only from exercising the understanding, I see not how that end can be attained but by apprehending the ideas which the language of the lesson was designed to convey. A course of instruction, to be useful, must be so given that one step in its successive stages shall be preparatory to another. What becomes of this linking together of all the parts, each depending on its predecessor, if the comprehension of any part is to be postponed to a future period? If the lesson of one day depends on that of the day preceding, then the former cannot be successfully studied till the latter be well understood. The truth is, the text book cannot do the work of the teacher. It may aid him; but he will still have more to do with the subject than with the author. He will need to pay chief regard to the pupil's attainments and mental activity, and aim at evolving new ideas from those already possessed. In order to this, the language employed must be conformed to the ideas entertained by the learner. At first, only a very general idea, an outline, so to speak, of the subject in hand is apprehended, for the designation of which familiar and popular language is best adapted. It is sometimes necessary to conform, for a little time, not only to children's habits of thought, but to their vocabulary also. As their ideas become more definite by the addition of minuter details to the outlines of the picture previously formed in the mind, there will be a demand for greater precision in terms : and so there is a natural progression in the accuracy and completeness of a pupil's ideas, requiring a corresponding progression in language. Books, which are always less specific in their adaptations than the words of the teacher, cannot be exactly conformed to each one's individual wants. Hence the necessity of an instructor, who can learn the exact wants of his pupils, and bring his thoughts into close contact with theirs. It is with their ideas of things that he has to do at first. When he has a fast hold on the mind, and can draw out from it true ideas on the subject in hand, then the words best suited to their expression will naturally suggest themselves.

Another very general defect in the teaching given in our Public Schools is that of treating the mind of a child too much like that of an adult. Those powers which are but just beginning to manifest themselves, and which are of course in a state of infantile weakness, are overtasked, while others, which are comparatively mature and require activity, are neglected. The faculties of the mind ought to be developed according to organic laws. The process best fitted to accomplish that object is of so delicate a nature, and is so dependent on a knowledge of the juvenile mind and the laws of its growth, that few teachers know how to conduct it skilfully. Though the mind exists as a whole, and is consequently to be treated as such in education and not as a mechanism which can be constructed or altered part by part, there are certain periods in the history of each when it undergoes important changes, and in the successive changes through which it passes, different faculties or powers of the mind, as they are commonly termed, are more or less in the ascendancy. During several of the earliest years of childhood, the animal nature so predominates over the rational that the understanding acts mainly in connection with the senses and animal passions. The child is then without fixed principles or settled habits. It has not thought connectedly enough, nor sufficiently compared its ideas, to generalize its knowledge; nor has it performed or repeated similar acts in sufficient number to form permanent habits. Its perceptions and thoughts stand in a great measure apart from each other, and are designed chiefly as a collection of materials for future use. Individual perceptions of various character, with slight, brief and desultory exercises of the understanding, characterize the intellectual activity of this period. The mind is, at the same time, more highly sensitive and more susceptible of impression than at any other age. These facts would seem to indicate the kind of training it then needs. Education in its widest sense commences as soon as one is born. From that time till the school-going age, which with most children does not properly begin till after they are six years old, the freedom and activity natural to childhood may better be accorded to it than denied. The physical constitution, whose vigor is so intimately connected with that of the mind, and which comes first in the order of nature, requires a great amount of unrestricted exercise in the open air. The confinement of the school-room not only preys upon the animal life and spirits of the child, but interrupts that inquisitive notice of external objects to which nature prompts it. The free exercise of the perceptive faculties at this period do more to produce strength and individuality of character than all the set lessons which could be given in the schools. The truth of the remark now made is confirmed by the early history of distinguished men as given by their biographers. Disinclined to school exercises, but admirers of nature, they have been known to stroll through the fields and woods, often lying upon the grass and gazing upon some beautiful landscape, while others were sitting on the bench waiting by the hour to say their alphabet. Almost every line in our best writers shows that their childhood was spent in studying nature's golden alphabet, written in the sky, in the flowery field, in the grove, and in the plumage of its gay songsters. The wants of the mind, as felt by a young child, are a much safer guide to knowledge than any artificial system of mental exercise devised by the teacher. Providence has cared for that better than we can do. Such a knowledge of the objects of nature as the curiosity of a child prompts him to seek, and the mental activity produced by the companionship of other children, together with the influences of home, furnish the best kind of education for the young. The joyfulness of a life thus spent when all the instincts of nature have free play, and evil only is restrained, contributes much to that sprightliness, elasticity and vigor which ought to characterize the young. No period of life is more prolific than this in useful knowledge, if it be not unduly curtailed by injudicious parents and teachers. That course which has here been vindicated for the period of early childhood ought to be gradually changed, so that it may continue in part to later years. Indeed, a school education begins long before the above-named propensities sensibly abate, and for this reason the transition from one mode of mental activity to another, entirely diverse in its character, should not be sudden. But to this topic I shall have occasion to recur in another connection.

Next comes the period for acquiring elementary knowledge, when the imagination and memory are to be exercised vigorously, and the understanding in that moderate degree which its powers admit. It is here that the greatest error is committed in regard to the mode of instruction. It consists in the neglect of the imagination, which is the chief faculty to be employed in the earlier processes of education, and in the overworking of the understanding by forcing upon it exercises altogether above its strength. Of the exclusive use of verbal memory, and its evil consequences, I have already spoken. By means of the imagination a middle ground can be occupied between the perception of objects through the senses, and the contemplation of abstract principles. Such an intermediate process is necessary to the most perfect development of the mind. In the common district school, it is the most important feature to be given to education. The real objects which have been formerly observed are no longer present. They must be brought before the mind, if brought at all, by the imagination. Other objects there are, which have never been observed. These must be presented to the mind by pictorial representation or description, so that a distinct conception can be formed of them. The language of books, as used in the school, is designed to call forth images of things, of their qualities and their relations. It is only by the effort of the mind that these can be conceived when the words by which they are designated are addressed to the eye or to the ear. Facts, and their relations and connections, constitute the greater part of what is communicated by instruction in the elementary schools. They cannot be vividly and truly apprehended but by the aid of the imagination. The time has not yet come, when the reasoning powers of the pupil can be employed in a very high degree. At some future time the great principles illustrated by these facts may be eliminated, and the facts themselves dismissed and forgotten. But at the time now contemplated, the knowledge of the facts, and the ability to classify and remember them as materials for future reflection, is the immediate object of pursuit. Things may now be arranged in the mind according to the order in which they actually exist. The imagination is to associate and organize them. The stricter classifications of science, founded on analysis, must be reserved for a more advanced stage of study. What is here contended for is not the exclusive use of any one faculty during a particular period, but the exercise of each in proportion to its degree of development. They may all begin to act nearly at the same time, but they do not all advance with equal pace. They may all need to be employed whenever any one of them is employed, but not in the same degree. The understanding is slow in its growth, and is the latest of the faculties in reaching its maturity. Its exercises are therefore to be more nicely graduated through the whole period of study. It is first a small rill, and gradually expands till it becomes a broad stream. It is to be incorporated more and more with the acts of the memory and imagination till it shall become the ruling faculty.

The next point in order, in respect to imperfect instruction in the schools, is the want of a strictly progressive system in the course of studies. Reference is here had, not to what is demanded by the nature of the mind in respect to the laws of its growth, but to the order suggested by the subjects themselves and their dependence upon each other. It is not impossible to regard the law of mental development, and yet at the same time to arrange the various studies according to their natural sequence. To follow this order, it would be necessary to begin with the simplest elements of knowledge, the germ of all subsequent attainments, and proceed to that which most immediately grows out of it. Not that all elementary knowledge is equally necessary, or that all the branches of education may be developed from a single principle. The most essential elements of those studies only which are appropriate to the Common Schools, are here the proper objects of attention, and all the rest may be set aside. As these are not identical or even very similar in their character,—those, for example, of arithmetic and geography,—they must each have a beginning of their own. This is obvious enough. In organizing the parts of a single study there is no great difficulty to one who thoroughly understands the subject. But how to arrange different studies, how many to place in parallel courses, how to proportion them, how to connect them with kindred subjects as the pupils advance, beginning with a few threads and ending with a complete web, are questions not so easily disposed of. Language is the most comprehensive of school studies. It involves a knowledge of objects, which spread over a very wide surface. It relates to the voice, in articulation and purity of sound, and easily connects itself, through elocution, with music. It has to do with written characters, and ultimately leads to writing and even to the kindred art of drawing. It embraces the mechanical process of spelling and reading, and consequently the great labor of mastering our orthography and the contents of the books read in school. It requires a knowledge of the structure of sentences, of arrangement and of style, and thus runs into grammar, rhetoric and logic. All this must be contemplated in arranging elementary studies in reference to the English language. Though it may not be necessary to teach them all, still they must be kept in view in every step taken, so that it may always be known not only whence the pupil comes, but whither he is going. With some modifications, similar remarks might be made of the knowledge of numbers, as tending in another direction and branching out into various sciences. Most of the courses of study pursued in the schools are quite too miscellaneous. Some things which are fundamental are omitted. Many are introduced which it would be better to postpone to a later period, or leave to be learned in practical life. In the studies that are judiciously selected, there is not unfrequently a want of proportion and proper sequence. All these evils spring rather from negligence than from any other cause. If the proper persons would earnestly turn their thoughts to the subject, great improvements would be the immediate consequence.

In the management of the several branches of instruction in detail there are well settled principles which are not always observed by teachers. With a brief allusion to a few of these, I will close this part of my subject. One of these is to proceed inductively, or rather analytically, in the method of teaching, wherever the nature of the subject will admit. By this is meant not that scientific analysis and mode of reasoning which can be pursued only by persons of philosophic habits, but that easy and natural process of beginning with the simplest and most obvious facts and proceeding to other connected facts, by an order which makes one step naturally follow another, and enables the child to answer the questions of the teacher from what he himself observes, rather than from what is told him. Something which can clearly be perceived is first exhibited to the class, and is noticed by each member, till the teacher is satisfied that it is well understood. In arithmetic, it will be a single object to illustrate the number one, which will then be changed for other single objects, till the number is associated with so many of them, one by one, as to lead to an idea of its abstract nature, or its applicability to any one thing. Next, two similar objects will be presented, and the one be added to the other, and then subtracted from it, till the nature and all the powers of this number are understood. In music, a sound will be presented, and imitated, and, for the sake of comparison, another will be introduced, and the difference in length, pitch, and force noticed, till the pupil shall himself perceive, what by other methods would be told him, and be received on the teacher's authority. In drawing, the same thing is done by presenting a straight line on the black-board, and varying its position, as vertical, horizontal, and oblique, and presenting another straight line in combination with it, making two parallel lines; a right, an acute, an obtuse angle; and then modifying these so as to produce all the forms and figures which can be made from them. And so of a larger number of straight, curve, and round lines, and figures produced by their combination, till the pupil shall have worked out for himself, by his own invention, the elementary principles of the art. In all these and other studies to which the method is applied, the attention of the learner is at the beginning drawn to that one point, which is the simplest and first in order, and then to another, connected with the preceding and next in order, and so of the rest, the teacher merely directing the process, and the pupil going through with it for himself. Each step in the process is so arranged as to give the means of taking the next. Everything extraneous is carefully excluded, and all the difficulties which occur are solved by means of what has gone before. This method, which is applicable to many of the studies pursued in the schools, requires more care, labor, and invention than teachers are generally willing or perhaps able to bestow. But if it be restricted to its proper uses, and skilfully applied, it is one of the best means of intellectual training. Nothing can be more valuable in respect to the formation of correct mental habits. It proceeds upon the principle of teaching nothing which the pupil can find out himself. The knowledge, too, thus acquired, is all perfectly arranged and grouped in the mind so as to prevent confusion, and thereby facilitates the work of the memory no less than of the understanding.

In studies which have not this unity of character, the complexity must be overcome by a similar process, by separating its parts from each other, so that difficulties which would otherwise be accumulated may be taken one by one, and easily disposed of. To do one thing at a time is generally the right method in such cases. There may be instances in which two things are so reciprocal in their influence upon each other, that they appear simplest when taken together. Such cases are easily distinguishable, and can be treated according to their peculiar nature. But in most studies which are agglomerate in their nature, as orthography, reading, geography, and the like, the danger lies on the side of overwhelming the mind with too many things at once. It then becomes necessary to exclude what is not essential to the subject, to postpone what is not fundamental or strictly elementary, and to arrange the remainder in such a way that the part which sheds most light on the rest, shall always precede.

It is scarcely a less important principle in teaching, to make sure of what has once been learned, either by constantly reviewing it, or by frequently using it in the subsequent part of the course. Every review should be conducted in some new way, so that the same principle shall re-appear under ever varying forms. The novelty of its new appendages will keep up a fresh interest in the mind, while the previous knowledge of the general subject will cause the light easily to break in and shine on all its parts. That which is essential will come to be clearly distinguishable from that which is accidental, and will consequently be more perfectly comprehended. The want of attention to this obvious truth renders the knowledge acquired in the schools often exceedingly insecure, many things fading from the memory in order to make room for others. Nothing that is learned at this period should be allowed to be forgotten. Whatever is not worthy of being remembered, is not worthy of a place among the appointed studies. The habit of forgetting some things, when attention is turned to others, is so great an evil in itself, and so disheartening to the learner, that it is better to know perfectly and retain easily and securely a part, than to have many studies pass through the mind as clouds sweep through the sky.

Difficult studies should have so much time devoted to them daily, at the beginning, as to render them familiar and attractive within a moderate period. Early success brings with it high mental gratification, the best means of creating a permanent interest, and securing energy and diligence in study. Such studies should alternate with others that are already familiar or easy, and that are adapted to recreate the mind, by calling into exercise other and dissimilar faculties. This power of relieving the understanding or memory when fatigued, by exercising the taste and imagination, as well as the organs of the body in vocal training, drawing, and the like, has not yet received due attention. Such things are to the mind what oxygen is to the lungs, they renovate it, and speedily put it in a condition for renewed exertion. The mind can no more continue to work through one of its faculties without rest or change, than the body can through one set of its muscles. Change, at suitable intervals, is the law of life to both. Those studies, therefore, which furnish mental recreation, can be introduced into schools without any loss of time. As much can be accomplished in the severer studies, in connection with them, as without them. The skilful teacher will manage to keep the minds of his pupils in good condition and in the right mood, as a musician will keep his instrument rightly tuned and pitched, and will skilfully introduce those changes in successive exercises, which will keep the mind in the best working order.

In passing to the other general topic proposed for discussion, we come first to the distribution of studies with reference to the different grades of schools. In the primary schools are to be acquired the first elements of education; in the grammar schools are the foundations of the common English branches to be laid; and to the high schools are to be referred the higher English studies and a beginning in the languages. Although this gradation in the schools is to be made rather according to the attainments than the age of the pupils, it may be of use to those who are familiar with only mixed or district schools, to state, that when we speak of primary schools, we contemplate them as being attended by children from about six to ten years old. According to present custom, however, the average age would fall about one year lower, making it from five to nine. With an infant department, the Public Schools ought, in general, to have nothing to do. The boundary line between the grammar school and the high school will be variously drawn, according to the general elevation or depression of education in the towns where they are respectively held. In many towns there will be but two grades of schools. In others, though there may be three grades, the studies will not range high, while in the cities and large towns, intermediate schools will often be introduced, between the primary and the grammar schools, elevating the latter, and thus placing the high school far above the position which it holds in other places. It is not necessary for our purpose to include a plan of study for the high schools. It will be easy to regulate these, if the lower schools are properly organized and their work well done. Our chief attention is now due to the primary and the grammar schools. I begin with

THE PRIMARY SCHOOL.

As there will be several classes in such a school, it will be most appropriate to begin with a consideration of the youngest, with those who have but just entered it. If suitable arrangements could be made, it would be desirable to have each session of the day for study not more than an hour and a half or two hours long. The object of such short sessions would be two-fold; first, to consult the physical comfort and well-being of the children, and secondly, to prevent too sudden a transition in their mental habits. Where such an arrangement would be impracticable, it would be well, if, during a part of the school hours, an assistant teacher, or advanced pupil, could accompany the class on the play-ground, or somewhere in the vicinity of the school, and teach them to make such accurate observations upon the various objects presented to view, as would give precision to their knowledge of forms, colors, proportions, measures and distances. These things, which are the corner-stones in the edifice of knowledge, a deficiency in which gives such a weakness and tottering appearance to the superstructure afterwards reared, can be learned much more readily and perfectly outside of the school-room than within it. This knowledge is needed in every elementary study. How many persons study hundreds of lessons in arithmetic, depending on such measures of length as inches, feet, yards and rods, without being able to estimate by the eye the length of anything in one or other of these measures! What an infinity of hues and colors is spread before the eye in nature, the notice of which, with their appropriate names, would supply a deficiency which most persons feel through life! And is it not better to study the forms of things in their actual state, than from definitions, pictures, and diagrams? So, too, symmetrical proportions and groupings of things, according to the laws of propriety and taste, are nowhere better taught and exemplified than in the material world. The course which is here recommended would differ from the casual and disconnected observations spontaneously made by the young child in following his amusements, and from the instruction in the same subjects subsequently to be derived from books, and would seem to be the most natural way of passing from one to the other. There should be regular gradations in the first as well as in subsequent exercises of the school, and a period of many weeks should pass before a child should be chiefly occupied with books. That is not so much the time for teaching anything absolutely new, as for making one more perfect in the knowledge of things already more or less known,—to make firm the foundations on which he stands, and to enable him to reach securely to that which is next above.

Following these exercises of the eye and the judgment on visible objects, will be others in a second part of the preliminary course, in which kindred things shall be presented to the mind or imagination, to be considered and orally discussed in the school-room. Neither the objects themselves, nor books giving an account of them, are now to be used. But in respect to familiar things, the memory and the imagination of the pupil are to furnish the materials for mental inspection, and in respect to others, either specimens, models, pictures, or other representations are to be presented by the teacher, and the circle of the pupil's ideas to be enlarged by means of comparison, of resemblance and contrast, slowly and cautiously proceeding from the clear to the obscure, from the known to the unknown. Here language (oral of course) in connection with things, will begin to receive particular attention. Not only the names of things, and of their properties, relations and uses, but the proper conversational forms of expression, the easy and natural use of language as an instrument of thought in describing what has been observed, or conceived of, become more and more an object of attention. The teacher will find it necessary to spend no little time in selecting and arranging groups of objects, adapted to the age, intelligence and local circumstances of the children. These will vary with the localities of the school, the physical features of the neighborhood, and the occupations and habits of the people.

Foreign objects should not receive attention, except incidentally, till those connected with the place are generally understood. Furthermore, the teacher must have some reference to his own acquaintance with things and the appropriate popular terms to be applied to them, in making his selection. A city teacher going to an agricultural town, or a country teacher to a sea-port town, or either to a manufacturing town, might find himself not much in advance of his pupils, in the knowledge of some familiar things. In the first case, the children would all know one tree or shrub or stone, from another; the teacher might or might not, and so of corresponding objects in the other two cases supposed. Books on this subject will be useful in aiding the invention and memory of the teacher, but no selection of topics in books, upon what are termed object lessons, can be well adapted to all places, and to all teachers. Every teacher can succeed best with a plan and selection of his own. Indeed, the plan may be more or less systematic, according to circumstances, without injury, provided it be natural, and dispose of the several objects of attention by putting them in their true places and relations.*

In describing familiar objects, it is better that the pupil make

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* Many methods have been given by different writers on the subject. From one of the latest authors on education, I will extract a few of the first exercises which he lays down in his course of object lessons.

1. The *school-room.* The names of the things to be seen in it, and the parts of which each is composed, but without the technicalities of the artisan. The comparison of their form, size, color, and material. Which of them are found but in one, and which are common to more than one. Which are single articles of the kind, and which exist in larger number. Counting of corners, seats, and desks to the number four or ten. But avoid nice geometrical ideas and terms which do not occur in the child's daily life.

2. *Apparatus,* whatever is used in the school, whether by the teacher or by the pupils; which of these belong to the school, which to the teacher, and which to the pupils. Connect with this the idea of ownership, of mine and thine, and the pronouns and cases used to express the idea of the possession.

3. The *teacher and the pupils,* and their respective tasks. Exercise on the use of the verb. The number of children on one row of seats. The idea of more and less, and that of persons coming together for a common object.

4. The *human body.* Those parts which address themselves to the eye, omitting the internal organization for the present. The actions of men;—" every person has, &c." " Every person can, &c." " Some men have—can, &c." Old, young; large, small; strong,

the attempt, and be aided when it is necessary, by the teacher, than that the teacher furnish the description for him. But when an object is unknown and cannot itself be exhibited, the attempt to present to the imagination a picture of it, by whatever means, must, of course, be made by the teacher. In reviewing the lesson given by the teacher, the method can be changed, and the pupil be required to give in his own language the ideas he has received. Thus, besides the benefit of mental exertion and the increased interest thereby awakened, an opportunity will be afforded to ascertain the exact state of his knowledge, and to know what to supply and what to correct. The habit, too, of studying correct forms of expression, not in

weak. The five senses, motion, voice. The nature and powers of the human mind do not belong here.

5. *Animals*, compared with men. Select from the mammalia, (which can easily be shown,) a dog, cat, squirrel; also, a bird. Compare them part by part, and their actions. "I should not like to be a brute animal, because, &c."

6. *Food.* Common, uncommon articles. Whence does it come; what its use; and how prepared? Wrong use of food, improper quantities; at improper times; what does not belong to us, but to others, as fruit on trees and in gardens.

7. *Clothing*, of children, of adults, of foreigners, compared with that of animals. Whence does it come; and how is it made? Washing garments. Order and neatness. Costly and cheap dress.

8. *Dwelling-house.* Parlor, sleeping-chamber, kitchen, cellar, store-room. The use of each. The furniture of each. The kind of work done in each. Lights, fires, provisions, and arrangements for the coming season. Who built the house? Who will hereafter occupy it? The dwelling-places of animals.

9. *The family.* Father, mother, brother, sister, domestics. What does each perform for the others? Division of labor. Mutual care. Sickness. What does each owe to the others?

10. *Domestic animals.* Dog, cat, cow, ox, horse, sheep, swine, hen, goose, duck, dove, sparrow, swallow, rat, mouse, mosquito. Description and comparison of the form, size, color, covering, members, voice, motions, actions, food, use, or noxious character of each. Show the animals, or pictures of them. Anecdotes respecting animals. "Never torture an animal for sport."

(For the remaining topics, I will merely give the subject, omitting the details given by the author, which can easily be supplied after the analogy of the preceding.) 11. The environs of the house. 12. The village, or city. 13. The professions and occupations of men. 14. Sunday. 15. The farm. 16. The forest, (trees and animals.) 17. Adjoining towns or villages, (direction, comparison, size, roads, bridges.) 18. Hills, valleys, and plains. 19. Animals, tame and wild. 20. Plants 21. Stones and common minerals, (they must be exhibited.) 22. The heavens, sun, moon, stars. 23. Varieties of weather in the various seasons of the year, (the use of the impersonal verb, "it rains, snows, thaws.") 24. Time, its measurement, and what is appropriate at each season and period, (its effect on man, and other things.) 25. Holidays. 26. Public buildings and industrial establishments. 27. Magistrates, rulers and public officers and their duties. 28. The military. 29. Manufactures, (articles, materials, machines, operations.) 30. Coins, (kinds, value, national, by whom coined.) 31. Weights and measures. 32. Commerce and trade. 33. Health and sickness, (causes and remedies.) 34. Death, (causes, effects upon others, burial, and the departed spirit.)

composition on set themes, but orally, on topics of present interest, where the train of ideas is given by the objects themselves, and where language flows spontaneously in the warmth of feeling, and where the tediousness of writing, and attending to all the nice points of mechanical execution is avoided, is, for this early age, as valuable as it is easy of acquisition. It will be necessary for the teacher to avoid, as far as may be, learned and scientific terms, and to guard against the temptation to classify objects after the manner of scientific books, instead of grouping them as they are found in nature. The horse, for example, should not, in such an exercise with children, be associated with the camel, or zebra, but with the pasture, the carriage, and the rider.

During this early period it is advisable to accustom the children to make free use of the black-board, and of the pencil and slate. It will furnish amusement and occupation, while the teacher is attending to other classes. The muscles of the arm and hand will thus be trained. The first lessons in drawing can be conveniently given and practised now. Singing can also be introduced, provided it be wholly by rote, and be limited to one or two simple and appropriate school songs, in which style of delivery and expression shall be chiefly regarded. There are various other bodily exercises, partly for recreation and change, and partly for improvement in manners, and for preserving order, which are with great propriety introduced into many of the Public Schools.

But the time will soon come,—with most teachers, as the schools are now organized, quite too soon,—when a beginning must be made with the elements of written language. Indeed, the ability to spell all those words which present no peculiar difficulties, and to read ordinary sentences with fluency and accuracy, is the chief object to be aimed at in the studies prescribed for the primary schools. The domain of knowledge should, at this stage of study, be divided into separate departments as little as possible. A general knowledge of easy books, including the mechanical structure of the words and sentences, and the common objects referred to in those books, not classified and separated into different branches, such as grammar, arithmetic, geography, physiology and natural history, but viewed as matters of every-day life, which all persons of common sense and common intelligence must know. Some simple view of the parts of a sentence, of the subject, of the verb, and of their adjuncts; some practice illustrating the powers of small numbers; some facts in history and geography; some few rules of health; and many details which will afterwards be referred to the different branches of natural history, will all find their place in connection with elementary reading. Only in this sense should those and other similar branches be introduced into the primary school. It is a mistake to suppose that, by advancing farther in the subjects of study, the pupils will be better fitted for the grammar schools. So far is that from being the case, that one of the greatest obstacles now thrown in the way of the latter is, that the pupils, which enter them from the primary schools, have skimmed lightly over so many subjects without being well grounded in any. The great principle to be kept in view in the whole course of education, is to keep back the learner and confine his attention to the rudiments, till the mind shall acquire a power and tension which shall make every step taken of advancement a vigorous and perfectly successful one. Slow growth is much more substantial and real than that which is premature and forced. Especially should that which is to be the kernel, the germ of all future knowledge and discipline, be made healthy and sound. The *first things* should be most cared for, because they give character to an interminable series proceeding from them. If education begins right, all is right; if it begins wrong, all is wrong. Therefore, for our purpose, we would change the old adage, and say, "All is well that begins well."

We have thus far supposed the child to be employed in oral exercises upon objects. The next great work to be accomplished, much greater and much more unattractive than what has gone before, is to learn how the same language which he has learned to speak, and which has hitherto been addressed to the ear only, can be represented to the eye, and used in the printed form. Here arises one of the greatest of all the difficulties which the teacher has to overcome. That barely tolera ble degree of success which attended the old methods of teaching was not so much produced by the instruction given as by the great aptness of children to learn in spite of the defects of method. Though the power to read words correctly, at sight, must always be the result of great labor on the part of the young, and though certain steps of the process are almost purely mechanical, yet it is generally conceded that much of the effort commonly made does not tend at all to the end in view, and that much of the time spent in learning the alphabet, and in applying it to its uses, is but little better than thrown away. Few teachers have so carefully analyzed this complex process as to have a method of their own, founded on well established and clear principles; and hence the very common practice of merely doing what others do, or have done before them. The whole process needs to be resolved into its parts, and those parts to be kept as distinct from each other as possible, and arranged in the most natural order, so that the pupil, by mastering one difficulty at a time, may securely proceed, step by step, till he finds his way through. It is of the utmost consequence, also, to preserve the natural freshness and spirit of language, and prevent its passing from the character of a living to that of a dead language, when, instead of being the medium of personal intercourse by the voice, it takes on the more dignified air of a printed book. This enormous evil in the schools reaches far and wide, and spreads itself into a thousand ramifications. The interest which was taken in the exercises of the school, when they related to objects, and were conducted by the living voice, abates, and is nearly lost, when nothing but dull exercises or dry syllables and hard words are given, as if to puzzle the ingenuity of the learner. The mental faculties, except the memory and the power of divination, in respect to the sounds of letters, lie almost dormant. If the mind should chance to busy itself much with thought, it will be as likely to form false and ludicrous conceptions as right ones, in connection with the long columns of new and strange words. Reading will be the mere putting together of the sounds of syllables, words and sentences, which will call up that ghost known as the genius of school reading.

Men may differ in opinion as to the number and order of the successive steps to be taken in teaching the use and powers of letters. There is probably no one method equally adapted to all. But the principle of laying the process carefully out into its several parts, and of attending to them one by one, can hardly be called in question. The old, and in many places obsolete, method, first, of teaching the alphabet by showing the letters, causing their *names* to be repeated without any regard to the sounds they represent, and then of teaching spelling by calling the names of certain letters in combination, and of pronouncing the syllable or word without any reference to the separate elementary sounds which, when united, constitute the word, will now find but few intelligent defenders. It is conceded, on all hands, that the name of a letter does not, except by accident, give any clue to its power, and that the connection between the first and second parts of the act of spelling a word, naming the letters and pronouncing the word, is purely arbitrary. It is, indeed, necessary to know the names of the letters, and it will often be convenient to resort to this arbitrary practice, but not till the natural and philosophical one, the phonetic, has become familiar. There is, furthermore, no propriety in making a child learn the names of all the letters of the alphabet in their order at first. It is, in itself considered, unnecessary; and, in its immediate effects, it damps the spirit and stifles the interest of the young learner. The most natural process would seem to be something like the following: to begin with what is already well known, a simple word, consisting of but two letters when it can be so, and resolve it into its elementary sounds; then to unite the sounds again so as to produce the word. When the appropriate words of this class have been exhausted, others of three letters, and finally words of more syllables than one, may be analyzed in the same way, giving preference to dissyllabic words over monosyllabic ones, which have silent letters in them. Such exercises may be commenced before looking at a book, or knowing anything of the forms or names of letters, and continued till the various easy words, composed of single consonants and vowels, with either long or short sounds, shall be readily resolved into their elementary parts, and then reproduced by the union of those parts. This should be the first step, because the previous use of words, or sounds in combination, gives all the means necessary for the analysis of these sounds. The pupil is still within the sphere of his own knowledge and experience. Again, as the name of a letter is but a mere symbol of its form, and as the letter itself in its visible form is but a symbol of the sound or sounds it represents, it is clear that we ought to begin with the sound as at the source, and proceed from things to their signs, and the names of these signs.

The next step would naturally be to direct attention to the outward forms or visible characters used to represent those sounds. This work is also one of great complexity, and will need to be simplified. Whether it will be expedient to begin with the vowels alone, or with the easiest vowel and the easiest consonant together; whether one sound of the vowels shall be taught by itself, or the two most common sounds be introduced in connection with each other, each instructor must decide for himself. As we have now to do with both the sounds and the forms of letters, those letters should come first which are, in both respects, the easiest to apprehend and use. Letters which are represented by simple characters should come before those whose characters are complex, especially if the pupil be required to make them on the slate or black-board. Of those of similar form only one should be learned at a time, and that should be the one most frequently occurring in words; for the memory is embarrassed by the necessity of nice distinctions, whereas it is aided by striking contrasts. Consonants which have different sounds according to their position, diphthongs, and, in fact, all irregularities, should be excluded from the first lessons. I know, indeed, that one cannot proceed very far in teaching the elements of our language without encountering difficulties arising from anomalous sounds and combinations of letters. But of this apparent chaos in English orthography, some parts are much less chaotic than others. Great irregularities, or those which do not extend to large classes of words, belong not appropriately to the primary school. The fact that vowels in a certain position are generally long, and in a certain other position are generally short, may be made very simple, if we dismiss, for the time being, the numerous exceptions. So, also, the fact that the long sound of each of the vowels is represented by certain diphthongs, may be easily recognized and followed, if we limit our attention to large classes of words. The influence of the letter *r* upon certain vowels, modifying their sounds, can be made obvious to any child. Indeed, all that part of orthography which belongs to the primary school, may be taught without occasioning very great perplexity to the pupil.

When a child comes to put words together in reading, so as to form a sentence, no pains should be spared by the teacher to preserve the natural tones of human speech. Children are the most natural speakers in the world, and would, without instruction in inflection, tone, and emphasis, read well, if they could be made first to feel and speak short and easy sentences, like those to be read. Suppose a sentence to begin with the salutation, "Good morning." The child may be directed to repeat the words with such feelings as would naturally arise in different circumstances. The teacher might say, "Imagine yourself coming from a cold chamber, early in the morning, and meeting your brothers and sisters sitting by a cheerful fire, bright as larks, how would you speak these words to them? If you were to enter the room of a sick mother, in what tone would you address these words to her? If the weather were dull, and your feelings sad, and you were to meet your teacher who had reproved you for some improper deportment the day before, how would you salute him? If, on the fourth of July, you should go out early and find your companions full of glee, what would be the way in which you would say 'Good morning,' to them? Well, here we are about to read of a girl, who was a little out of humor with her older sister the evening before, and now wishes to make amends for it, how would she be likely to speak these words to her sister on approaching her?"

Suppose a quarter of an hour were spent in such an exercise, on a single phrase, and the residue of the sentence were left for the next exercise, could the time of the teacher and pupil be more profitably spent? All that is necessary to ensure natural reading at the outset, is *to ply the imagination of the child, till it has produced the appropriate feeling.* The tones and inflections will take care of themselves. When the result has been properly brought out, and every one knows and feels that the utterance of the words was as it should be, then it may be well to note it and record it as a thing ascertained by observation. Thus, by constant transitions from reading to speaking and from speaking to reading,—working every word and thought and image into the understanding, imagination and feeling of the young reader,—an effectual barrier will be raised against that grotesque habit of mouthing and drawling words which is not yet banished from our schools.

The subject of the piece to be read, the thoughts conveyed, and the words employed, ought not to be such as to require much explanation. Still the teacher should be satisfied with nothing short of positive evidence that all these are perfectly understood, before any attempt is made to read the passage aloud. But the faults of the voice, and of articulation, will be likely to be so numerous as to require much vocal training. It is absolutely painful to go into some of the schools and hear the schreeching voices, the outlandish and provincial vowel sounds, and the defective or exaggerated articulation which constantly offend the ear. The importance of a pure, rich and pleasant tone of the voice, both in school and in domestic and social life, is rarely estimated as it should be. It is the natural interpreter of the heart, and carries with it agreeable or disagreeable impressions and associations, as it bears marks of rational control, dignity, gentleness and sweetness, or of the want of all these qualities. A decidedly bad management of the voice in the teacher should be a bar to his admittance to the school. The attention now given to music in the schools, besides improving the feelings, taste, and deportment of the pupils in other respects, has had the effect to prune off the grating harshness of the voices of both teacher and pupil. It is still a common defect in both the speech and reading heard in the schoolroom, that the vowel sounds are wanting in purity and exactness. As these constitute the body of the sound heard in speech, the main current, as was once said by an accomplished teacher of music, on which the consonants fall like leaves and are borne away by the stream, they should be truthfully given. They should, moreover, have a full and sonorous utterance so as to give them their proper musical effect. One of the incidental evils, resulting from efforts made to improve the articulation of difficult consonants, is, that the latter have been given with an exaggerated force; whereas distinctness and delicacy only are required; and thus not only have the harsher elements of our language been needlessly rendered harsher still, but they have been made to compress and almost crush the vowel sounds, and thus injure the music of the language. Let me not be understood as disparaging elocutionary exercises on the consonant sounds. I only speak of the mistake that is often made in confounding force with distinctness, leading to a violation of the principles of true taste, and putting the teacher of reading at war with the teacher of music. The true teacher of elocution and the true teacher of music recognize the same principles of taste, and work as coadjutors rather than as antagonists.

I now pass to the studies of

THE GRAMMAR SCHOOL.

Those which have by usage long been properly assigned to this grade of schools are reading, spelling, writing, arithmetic, grammar and geography, to which we must now add, to a limited extent, physiology, music and drawing. I do not say that no other study should ever be introduced, but I do say that any others ought to be introduced with great consideration. In some places there are no high schools; and therefore some of the branches appropriately belonging to them may, in such cases, be introduced into the highest class in the grammar school. Other studies than those named above may seem as important as music and drawing. But, besides the fact that these two branches give completeness to mental culture by their direct influence on the taste, and that they are useful in life, which might be said of other studies also, they are needed for the aid which they render to the other studies. There is much truth in the paradoxical statement sometimes made, that they consume no time at all in school. The other studies will, on the whole, be prosecuted more successfully in the same time where these are introduced than where they are not. They not only furnish recreation, but the former improves the voice and the taste, and thus aids in reading, while the latter aids in illustrating many subjects on the black-board and greatly facilitates writing. The importance of natural history, and natural philosophy, and of general history will be readily admitted. But such parts belonging to the various branches as are really needed at this early period, can be sufficiently taught in connection with the other studies, or they may form the subject of general lessons, given orally, at certain times, to the whole school. The thorough study of all those sciences in daily or even semi-weekly lessons from text-books, would demand more time than is *ordinarily* consistent with thoroughness in the other branches. Whether it is better for scholars to have a smattering in all these things, or to be well versed in a part, even a small part of them, will, I trust, no longer be made a question.

Reading in the schools, when properly conducted, has reference to three objects, to an ability to give easy utterance to written language; to the acquisition of general knowledge and discipline; and to the power of properly expressing thought and feeling by the tones of the voice. These are so intimately connected with each other that they cannot well be entirely separated and pursued apart. Still one of them may, at any given time, be the chief object of attention, while the others shall also be kept in view. The first must have the chief place in the primary school; the second, in the grammar school; and the third, in the high school, or in the higher classes of the grammar school.

In the grammar school, the reading book should be made the source of more abundant and varied instruction than any other. It is the introduction to, and representative of, general literature, which, in the Public Schools, deserves at least an equal rank with science. It should be studied at this time, not merely, nor chiefly, for learning to utter easily and correctly the words of a sentence, or for acquiring elocutionary skill, but for exercising the intellect, the judgment and the taste, and for storing the mind with the choicest knowledge. The reading exercises are to the lower schools, what the study of the Latin and Greek classics are to the higher. They are to open the way for commerce with the general intellect of mankind. This kind of knowledge and culture is well suited to the wants of persons of the age here contemplated. In most schools, it is altogether too sparingly given. In others, the manner of giving it is faulty. The vocal reading of a piece, selected for a class exercise in reading, should be put off till it has been made a subject of study, of instruction and of recitation. And yet the common practice is to read first, and to have the examination and explanations come afterwards, if they come at all. Visit a school, and propose to hear a class read, and the chances are ten to one, the polite teacher will invite you to select a piece, as it makes no difference with the teacher or pupils. Would an elocutionist do the same, if he were to be the performer? If a class can read one piece as well as another, it must be a remarkably good, or a remarkably poor class. The latter is the safer inference. A passage that has not been thoroughly studied cannot be read well. How, then, must it be with an explanation of all that is contained in it? If all the best chapters in one reading-book only, and that not the highest in the series, could be studied in very short lessons, with frequent, but diversified reviews, it would do much more for genuine education than tripping through a whole series in the light *unthinking* way which is allowed by the common mode of teaching. I know it is said, that children tire of reading the same piece twice. That is true; and they tire of reading it once. And why should they not? What is there in thoughtlessly pronouncing the words of a paragraph, when one's turn comes, to interest the mind? The intellect, the imagination, the taste, the sensibilities are unmoved. The mind is nearly inactive, and, of course, vacant. In successive readings, connected with new objects of attention and corresponding instruction, the interest of a class would increase every time, until the subject, or the resources of the teacher, should be exhausted. A single paragraph might employ a class a week with a daily lesson, and the last might be the most interesting of them all. First, the general scope of the passage might properly be made the object of attention, and after it had been carefully studied with reference to that end it might be read by the class. In another exercise, all the facts asserted or alluded to by the writer might be ascertained, and, if necessary, be explained and illustrated by the teacher. This would, of itself, be one of the most appropriate of studies in the Common School. The piece might then be read with a better apprehension, and consequently with a better expression of its meaning than before. A third lesson might consist of the study of the exact meaning of the principal words of the paragraph, learned from their application and from the nature of the thought or image presented, quite as much as from the dictionary. School dictionaries generally define abstract terms by abstract terms, and by synonymous words. In both cases, the definition is liable to be no better understood than the word to be defined. These definitions may be committed to memory, and recited to the teacher, and yet the pupil be as devoid of ideas as he was at the outset. Besides, words so studied, have no *specific* character as understood by the pupil. The difference between similar words can best be learned by observing their actual use. A blunder is rarely made by a child, when he employs a word which he has seen or heard used in its proper connection; whereas it is the exception rather than the rule, if a word learned from the dictionary is not misapplied when it comes to be used by the pupil. In a fourth lesson, other words, which are ordinarily used when speaking of the same topic, both those which are synonymous and those which are antithetic, with their differences; the substitution of them for those used in the sentence, and a consideration of the objections against such a substitute in the particular case in hand; a reference to other words of the same derivation with those in the passage, classed together as constituting families of words, these, and similar topics relating to language, may be examined and be made not only to advance the pupil's knowledge and power of discrimination, but to give him a better appreciation of the passage he is reading. Another exercise on the same lesson might consist of the analysis of the sentence and of the thought into their parts, approaching gradually the spirit, but not the forms, of grammar and logic. It will be seen that all this, while it improves the mind and stores it with knowledge, is one of the essential means for reading the piece with elocutionary effect.

As reading in schools must be influenced materially by the books used, and as these do more to form the sentiments and language of the pupil than anything else except the society in which he moves, a word here upon their proper characteristics may perhaps be allowed. For the sake of bringing all my remarks on this subject under one view, I will include the reading-book of the primary school. The primary reader should contain only such words as the children now understand or can easily understand. The construction of the sentences should be simple and easy. The subjects should be those with which the children are already familiar, descriptions, for the most part, of sensible objects. The matter should be important, deserving to be studied and remembered. The language should be simple, chaste, pure, and idiomatic. The ideas must be attractive as well as solid, and the language sprightly as well as correct. The pieces should be complete, forming a whole of themselves, with a beginning, middle, and end. They should be of suitable length to excite interest, and short enough for single class exercises. There should be variety, without going out of the proper range of subjects or style of composition. The reader for the grammar school, with which we are more particularly concerned, should not be limited to descriptions of material and familiar objects, but should extend to subjects relating to the imagination, and, in general, to that larger circle of knowledge for which the mind is now prepared. In the first book, the ability to read words and sentences was the chief object aimed at. With the second, the leading object is the extension of one's knowledge both in relation to the subjects treated of, and to the language. In other respects the same principles are applicable here as in the case of the first book. Stories and fables, and narratives in prose with a tinge of romance, and plain, easy poetry may now diversify the exercises. Still the subject must be worthy of being studied and remembered, and the language, however various, perfect in its kind. Moral and religious truth may be presented, but in a way that shall avoid monotony and tediousness. The higher productions of art should be reserved for another book ; but nearly all species of composition, that involve no special difficulty in comprehending them, should be represented in a reader designed to introduce the pupils to the treasures of English literature. It is not enough for a compiler that he secure some one or more of these objects; all the objects mentioned should meet in every piece: that is, each piece should unite all the excellencies of matter and form of which it is capable. The taste and judgment are now taking their form. Impressions now made will last forever. Whatever is low, negligent and slovenly should be excluded without regard to other redeeming qualities. Witty, piquant, or comical pieces should be sparingly introduced, partly because they do not bear frequent repetition and study, and partly because they may, if too numerous, create a distaste for what is solid, and foster a love for what is superficial and trifling. Acquisitions of real importance, and such as are adapted to give depth to the tone of the feelings, and strength and solidity to the character, ought at this time to be made by means of the reading exercises. It is no less important, on the other hand, to avoid premature gravity, for neither is the intellect yet prepared for those habits of thought which make one delight in maxims of prudence and sententious moral sayings, nor the heart for those stern feelings which result from the experience of manhood. The selections should, under a great variety of forms, be adapted to produce earnestness of feeling, without destroying its youthfulness. Every noble sentiment and ardent aspiration ought to be awakened by some one or other of these select pieces.

Of the higher reading books there is less occasion to speak. They are, in general, better prepared than the lower. The chief objection to them, is that which is applicable to all the rest, namely, that they presuppose higher attainments in the schools than exist there, and consequently the pupils are not sufficiently advanced to use them. Indeed, if there is any book which the teacher cannot fully explain, it is the reader for the highest classes.

There are advantages in having a series of readers on a uniform plan, and most compilers, who have had some success in producing a reading book, have set themselves at work to make others to match them. Generally, however, they have exhausted their resources in the first work, and the others are like the last line of many couplets, which have little merit beyond that of rhyming with the first. And it may well be doubted, whether a class, after having been a year or two under one compiler's system, has not enough of it, and whether the danger of flagging in their interest, caused by an impression of sameness, is not as great as that of passing from the best book in one series to the best in another.

Of writing and spelling, I propose not at this time to speak, nor of the three branches of study named above which are now just beginning to be introduced.

To arithmetic may be applied the principles laid down in the earlier part of this Report. In the primary school, nothing but a few preparatory oral exercises are supposed to have been given. The earnest study of the subject properly begins in the grammar school. The elementary principles of arithmetic cannot be too perfectly mastered at this time. Simple operations on small numbers, not guided by any formal rule, but by the nature of numbers as they will appear from inspection and trial, continued until every operation within this compass becomes easy and intelligible, and so familiar that they can never be lost, would lay a better foundation for mathematics than twice the amount of labor extending to high combinations. Confusion and perplexity, which are the common attendants of the latter course of procedure, destroy confidence in one's conclusions, and render the foundation of this science insecure and weak.

I cannot but think that much time is lost in the common practice of giving to a class a book with rules, to be committed to memory, and then setting them at work upon examples till they succeed in finding the answers given in the book. It not only narrows down arithmetic to a mere mechanical art to accustom one to view it under a set of rules, instead of a science of self-evident principles, but it trammels thought, stifles the reasoning powers, and destroys reliance on one's own independent conclusions. If one understands the nature of numbers, the contrivances are almost infinite by which a result can be worked out. All the ways in which small numbers can be combined, all the simple operations which are possible, should be tried till the pupil comprehends them, till they are as familiar as the multiplication table or the alphabet. All the rest is a logical process,—that of studying the conditions of a problem, resolving it into its parts, and deciding upon the simplest process. The evil of the common course is, that a child is put upon this part of the work before he can perform the ordinary operations on numbers with ease and accuracy. Besides, when he attempts the higher work, he is not only embarrassed with difficulties which ought to have been disposed of entirely beforehand, but he is unaccustomed to think independently, and rely upon his own judgment, having formed the evil habit of substituting memory for reasoning, and the authority of the book or teacher for the assurance of demonstration. The effect of this hasty and confused way of passing over so much ground in arithmetic can be traced through one's entire course of education. A general want of clearness, of entire comprehension and self-possession, is as apparent in the higher schools as in the lower. The reason of it is that the ground-work was never well laid, the elements were never properly mastered, and the rate of progress in the course of instruction was not graduated by the mastery acquired over previous parts of the course. Thus it often happens that a man, who has never studied arithmetic except in its merest beginning, when he is, by the demands of his business, compelled to make arithmetical calculations, will invent processes of his own,—make his own rules, and acquire both an assurance and despatch that is rarely acquired in the schools. We often hear complaints made against books on arithmetic; what we most need is teachers; if they are right, there will be but little trouble about books.

The estimation in which *English grammar* is held, has been lowered within a few years, chiefly, as I think, in consequence of the technical manner in which it is taught. Definitions of the parts of speech and the parsing of words according to the arbitrary rules of the books, have been made altogether too prominent. When we consider how much time has been spent in schools on those barren exercises, in which one can be very expert and yet not be able to write a good English sentence, it will not appear surprising that so many voices have been raised against allowing that study to fill so large a place in a system of Common School instruction. What is needed is the introduction of the study of the English language, embracing a much wider view than that of technical grammar. One of the first exercises in the primary school should be to teach the children to express, in easy conversational language, their ideas on the most familiar subjects. As soon as they come to use the slate and black-board, they may write the names of objects and assert their most obvious qualities and actions under the correction of the teacher, and thus learn the ground-work of the structure of sentences. Afterwards, conditions, limitations and modifications of time, place, manner and cause, could be added, provided the progress from simple to more complex constructions be very gradual. In the first reading lesson, the thought is to be expressed orally by the pupil, in various forms, correctly of course, before the sentence is read aloud. At a later stage, the passages selected for reading are to be made the subject of close study; the language is to be analyzed; the import of words and the reasons for using them, instead of others of similar character, are to be investigated. A grammatical reading might here follow, in which the structure of sentences and clauses should be examined, and other forms of expressing the same idea, such as expressing the qualities of things by adjectives, by the genitive case, by substantives, with their prepositions, and by relative clauses; or an adverbial idea by a single word, by a substantive and preposition, and by an adverbial clause introduced by a conjunction. The object of these exercises should be to show the flexibility of the language, and to give the pupil the power of varying the form of expression as required by the precise character of the thought or the harmony of the sentence. It is important for the teacher to insist uniformly on the correct use of language in all the intercourse of the pupils with each other and with himself. Especially should it be required of them in all cases, in their school exercises, to express their thoughts with precision, neatness and propriety. Looseness of language is generally connected with looseness of thought. The mathematical teacher well understands this principle, and will not allow any inaccuracy or negligence in the forms of expression used by the members of his class. The teacher, who is in such haste that he cannot take the time necessary to ensure the use of correct and appropriate language in his class exercises, but satisfies himself with answers and statements that he believes to be substantially correct, is doing an injury of a deeper character than that of training the young to faulty habits of speech. Speech is the image of thought. If, therefore, the copy be confused or defective, the fair inference is that the original is no less so.

A true analysis of the English language, founded not on outward and accidental forms, but upon the character and form of the thought, an analysis that is concerned with the spirit and soul of language, and not merely with single words by themselves, is very valuable in two points of view. It furnishes as perfect a means of training the mind to close habits of thought and of nice discrimination, as any other branch of study in the schools. It also gives to the individual, who has learned from usage the idiomatic forms of the language, the means of deciding in cases that would otherwise be doubtful, whether or not a given construction is complete and logically and grammatically correct. Except in this limited sense, no man ever yet learned either to speak or to write the English language correctly from the study of grammar. The study of the parts of speech as they are called, in order to parse all the single words of a sentence, is by no means useless. The history of the study of the English language, the necessity of understanding the terms used by critical writers on the subject, and the convenience of having names for individual words in speaking of the parts of a sentence, require some attention to the subject. But the idea that the forms of grammar given in our books which treat of the parts of speech, enable one to explain adequately the genius of the English language, and to use it with ease and propriety, is entertained by so few, as to require no further notice. These forms of grammar ought, therefore, to be included in a more comprehensive and philosophical system, and grammar itself ought to be but an integral part of a course of study and practice in the English language, which should begin with the young child and continue as long as he continues to think, read, and speak.

In *geography*, as taught in the schools, there is great confusion, arising partly from the want of clear views of what can and of what cannot be well taught to the young, and partly from a want of correct ideas in respect to the order in which the several facts and principles of this branch of study should be taught. The great importance attached to political geography and to statistics, for children, shows that neither the nature of the youthful mind, nor the comparative utility of different parts of geography, nor the dependence of political upon physical geography, has been duly considered. Has the child any comprehension of the political interests and civil institutions of the nations of the earth? Can the study of them, in very early childhood, be anything but a mere work of the memory? Nothing can be more unattractive, and few things more useless, than statistics to a young pupil. He is not able to reason from them now, and by the time he shall reach the period of manhood, they will be so changed as to be worthless. Facts like these, and like the lengths of all the rivers and chains of mountains, and the boundary lines of small states and territories, not being arranged in any philosophic or even natural order, are retained ordinarily but a few weeks. An enormous amount of labor is necessary to make them remain in the mind till the day of the examination of the school; and in three months from that time, a great portion of them are forgotten. It is the eye and the imagination, exercised upon the forms and relations of things, that are properly first employed in the study of geography. These forms are subjects adapted to the mental powers and habits of children; and are, moreover, the very things on which geography, as a practical science, depends. The finishing of the various apartments of a house, though very useful and necessary, should not precede the foundations and frame of the building. So in geography, that should come first which is a necessary foundation for the support of the rest.

The elementary ideas which must be used in this study, such as those of mountains, valleys, rivers, &c., can be more readily and more perfectly acquired by observing the features of the country in one's vicinity, than from a book. It is of the utmost importance that these ideas be truthful, as well as clear and familiar. The transition from the actual forms of parts of the earth to the map, ought not to be sudden. Models, plans, views in perspective, and sections, may all be used with advantage in aiding the imagination properly to interpret the maps. After such a preparatory course has been pursued, a globe and physical map of the world, without any book, with nothing but the living teacher, are the first things to be placed before the class. The globe will aid the mind in giving a right form to its conception of the earth, and the map, colored to represent elevations and depressions, but without names and political divisions, will enable the pupils more readily to compare the continents and oceans, the mountains, lowlands and rivers with each other. The first course given to a young class should be a complete view of the earth in a mere outline, excluding all details. The object now aimed at, is a correct picture, in the mind, of the earth as a whole, with only its leading features. The imagination is confused by a multiplicity of details, and the understanding is misled if that which is secondary is placed on the same footing with that which is primary. The relation, magnitude, form and position of the continents, great islands, table lands and low lands, and chains of mountains, may now be observed and fixed in the memory by resemblance and contrast.

A class will then be prepared to take a single continent by itself. Its figure, drawn approximately in straight lines on the black-board, and compared with the view presented by the map, should be the first point to be considered. It should be studied so as to be recognized, just as we recognize the features of a man. It will appear in the course of time, that the productiveness of a continent, and its commerce are essentially modified by its form. Its length, its breadth, its coast line, its direction as extending north and south, or east and west, are among the most essential points in its geography. What if South America were of the form of Africa; or if the whole American continent extended east and west, instead of north and south? The entire character of the new world would be materially changed. After the general form of a continent, without minute details, has been stamped indelibly on the mind, the points of latitude, three in number, in those continents which are of a triangular form, like North and South America, as settling the climate, and with it the character and occupations of the people, should come next in order, and be thoroughly committed to memory. From these the length of the continent, the number of its different climates, and the relative position of any part of it, with respect to latitude, can afterwards be easily inferred. With the addition of the longitude of the same points, the absolute position of the continent is settled, and may be learned and ever retained in the memory. With such facts fixed in the mind, the student would not need, in the case of North America, for example, to study the climate of each of the several states separately. If he knows in what part of the continent any particular state is situated, he can decide for himself the question of its climate, for he has the premises from which he can ascertain very nearly its latitude. Knowing the extreme points, and their distance from each other, he could readily measure off in his imagination, a half, a third, or a quarter of that distance, as the case might require. At a later period, the secondary features of the same continent may be studied; its coast outline more accurately determined, first by shorter straight lines than those used before, afterwards with curved lines. Then the pupil will be prepared to pass to the internal structure of the country; to notice first of all the frame-work of its mountain system, whether the crest runs longitudinally or across the country; whether it skirts one side of the continent, as in America, or is broken up by the meeting and crossing of different systems, as in the centre of Europe; whether half the continent is upland, as in Asia and North America, or only a single ridge, with a few spurs, as in South America. The network of the river system, the intercourse inland and by the seas, the great open spaces for large empires, as in Russia and different parts of Asia, or small basins enclosed by mountains, for small states, as in Italy and Germany,—these and many other similar conditions of civilization, will ultimately be seen to grow out of the internal structure of a continent, with reference to its mountain system. It is a sort of frame, formed by Providence, into which the nations of the earth are placed to work out their destiny. From a knowledge of this, together with a general view of history, the political divisions of countries may be made to appear natural and easy to be comprehended. How much better at the commencement of the study and until near its close, in the Common Schools, would be this attention to the permanent and all-controlling forms of nature, than tracing the thousand petty and variable lines that separate states, and their greater and smaller sub-divisions. With a knowledge of the former, the latter becomes easy; while the latter alone are neither clear in themselves, nor influential in respect to a knowledge of the others. Neither the memory, then, storing away its undigested materials, nor the higher reason, making the young learner to assume the character of a political economist, is the main faculty to be addressed in the study of elementary geography, but the imagination, and the understanding in its humbler exercises, and the memory in subserviency to both. Form, which is a leading geographical element, must address itself either to the eye or to the imagination. The positions, relations and uses of things, so far as they need to be considered in the earlier parts of this study, are fully within the reach of the understandings of pupils in a grammar school. Higher questions in geography cannot be suitably considered in these schools, but they will find their explanations easily when the mind becomes mature, when the demands of business call for them, and when reading and thinking and discussion become the settled habits of one's intellectual life.

With these imperfect hints and suggestions on certain points in the methods of instruction pursued in the schools, I must, for the present, leave the subject, in order to devote the remaining part of this Report to an account of the *Operations of the Board*, during the past year.

There is reason to believe that the educational system of the State has been made much more efficient during the last year, than during any other year of its history. In addition to the general impetus given to education in former years, which still continues in all its force, there has been a combination of strong, direct and present influence felt simultaneously in nearly all parts of the Commonwealth. The Normal Schools furnish their full quota of recruits to swell the corps of well-trained teachers. The Teachers' Institutes are receiving favor and doing a work for which no precedent can be found in any previous year. The two agents of the Board are among the people, arousing their attention, proposing improvements in all the practical details of applying school money, of arranging districts, and of building houses, harmonizing conflicting interests, converting private schools and academies either into Public Schools, or auxiliaries to them ; and attending public meetings and conventions of teachers, advising with school committees, and visiting schools and aiding teachers by their suggestions.

In all the efforts put forth by the State, through its various organs, there has been observable an unusual degree of coöperation from all those individuals and bodies of men, from which it might reasonably be expected. The officers of the State government, members of both branches of the Legislature, professional and literary gentlemen, voluntary associations of teachers, school committees, and many citizens of the Commonwealth, in various ways, have manifested great readiness to render personal service, whenever occasion called for it. No better evidence could be furnished that our system of popular education enjoys, in a remarkable degree, the confidence and favor of the people.

There is only one point on which I wish particularly to recommend further legislative action. The representations made in my last Report, in reference to the Normal Schools, need not be repeated. What was then said, is as applicable now as it was at that time. The unusual success and efficiency of the Teachers' Institutes show that they are capable of being rendered an instrument of greater power than was supposed when provision for their establishment was first made. If a public measure deserves increased support when its utility is demonstrated by accomplishing more than was expected, and by revealing, in the course of its action, still greater facilities for usefulness, with a little expansion of the system, then the history of these Institutes has shown, that, of all the modes of action which have been devised for advancing the actual education of the people, none are superior to this. The opinion once generally entertained, that these will be needed only as a temporary expedient, till the operation of the Normal Schools shall be more generally felt, must be abandoned. They do not depend, either for their utility or for their support, on any deficiency in the number of teachers trained in the Normal Schools, but on their adaptedness to keep alive a spirit of improvement in the whole profession of teachers. They are as much resorted to by the more experienced and skilful teachers, as by any other class, and are as beneficial to them as to any others. Though their attendance may not be absolutely necessary to enable them to perform their duties with success, it does increase the measure of their success as much as it does that of any other class. If persons of good intellect and of commanding influence can be stimulated and guided so as to become more zealous and efficient, if the best among the great body of teachers can be induced to make rapid strides towards that eminence to which they ought always to aspire, the value of that progress in them is not only as great as it would be in others of a lower order of mind, but it is even greater, because it carries with it the latter as a natural consequence. It would be of but little use to work upon the weaker intellects and upon the more ignorant minds, if there were to be a stagnation in those who give to the profession its character. But if a high state of mental activity can be kept up in the whole body, elevating those who are low in their attainments, and carrying still higher those who are already highest, then a work is accomplished whose influence will be universally felt by the thousands who are receiving their training under this great company of teachers. No one who is acquainted with the teacher's art, as it is practised in some parts of Europe, and with the general character of the teachers in our Public Schools, can for a moment entertain the idea that our teachers, even the best of them, are already all that can be desired, or that there is no room for further improvement.

It cannot be doubted, that if, instead of twelve Institutes in a year, occupying as many weeks, there were to be fifty-two, with the same teachers that are now engaged permanently, they would all be well attended. It would then be nearly three years before all the towns would have an Institute held within its own borders. The teachers now often attend several Institutes during the year, and travel from fifty to a hundred miles, at their own expense, to reach some of them. They feel that they have but just begun to learn, and need more aid from the eminent men to whose instructions they have been listening for the space of a week, in order to carry on their studies alone to advantage. The towns, too, are ambitious to have Institutes held in them, in order that the whole mass of the people may be enlightened and put upon a right course in respect to the schools. Though they uniformly furnish board to the teachers, gratuitously, they are literally clamorous for having their turn come early. Within a territory not exceeding about twenty or thirty miles in extent, there are now before me five invitations for Institutes, and three of these are already of nearly two years' standing. But there are some considerations against greatly extending the number of Teachers' Institutes. If they remain substantially as they now are, or their number be but moderately increased, the interest taken in them will be more likely to be permanent, partly because they will not be so common, and partly because they now recur at regular intervals semiannually. Again, there is some reason to believe that the larger towns and cities do not receive their share of aid in this respect. It is true that, generally speaking, the *necessity* for Institutes is greater in other places than these; still the *utility* of them would be as great in the one case as in the other. But it is hardly practicable to hold them in such places. The schools are annual schools; the teachers are employed all the time, except the vacations; and then, both their wasted energies and the season of the year require recreation in the country. To dismiss all the schools in the midst of a term, would be a greater interruption than is now occasioned elsewhere, and yet this would be necessary if an Institute were held in cities, where the terms of all the schools begin and close about the same time with each other. Now, to obviate all these difficulties, something analogous to

Teachers' Institutes might be held in all the cities and large towns, during the evenings of the winter sessions. Of the same teachers now employed in the Institutes, a part might be selected to give only such instructions as would be peculiarly adapted to the teachers of the city schools. That the teachers of the primary schools in our cities would be greatly benefited by such a course, and that multitudes of schools would be made decidedly better, by improved methods of instruction in certain departments, where great deficiencies universally exist, is too evident to need remark. But with such gentlemen as are employed in this service, there would, no doubt, be a general attendance on the part of teachers from the higher schools. I would therefore recommend that the sum of $1250 be appropriated to enable the Board of Education to make such further provision for holding Teachers' Institutes, in a modified form, as the wants of the cities and large towns of the Commonwealth shall seem to them to require.

The number of Teachers' Institutes held during the year is twelve, the greatest that the law will allow. More would have been held if provision had been made for them. They were as follows:—

At Royalston,	March	10–15, 1851.	No. in attendance,	111
" Pittsfield,	"	17–22.	" " "	150
" Lawrence,	"	31–April 5.	" " "	101
" Ware,	April	14–19.	" " "	103
" Blackstone,	"	21–26.	" " "	64
" N. Attleboro',	"	28–May 3.	" " "	107
" Petersham,	Oct.	6–11.	" " "	206
" W. Newton,	"	13–18.	" " "	152
(Besides 100 from the Normal School.)				
" Stoughton,	Oct.	20–25.	No. in attendance,	74
" Southbridge,	"	27–Nov. 1.	" " "	114
" Northboro',	Nov.	3–8.	" " "	124
" Barnstable,	"	17–23.	" " "	129

Making the total number in attendance, . .	1435
And the average attendance a fraction less than	120

These Institutes are all under the personal superintendence of the Secretary. The Board of permanent Instructors employed by him, are

Prof. S. S. Greene, Superintendent of the Public Schools of Providence, and Professor of Didactics in Brown University, teacher of Grammar.

Mr. D. P. Colburn, formerly teacher in the Bridgewater Normal School, teacher of Arithmetic.

Prof. William Russell, Principal of the Merrimack Normal Institute, teacher of Elocution.

Lowell Mason, Esq., of Boston, teacher of Music.

Prof. A. Guyot, teacher of Geography.

Mr. W. J. Whitaker, Principal of the School of Design, in Boston, teacher of Drawing.

In addition to the above-named individuals, Professor Agassiz is conditionally engaged for the ensuing year.

The number and cost of dictionaries, furnished to Public Schools at the expense of the Commonwealth, during the year ending December 31, 1851, according to the Resolves of May 2, 1850, are:—Webster's Dictionary, 340 copies; Worcester's Dictionary, 8 copies, at an expense to the State of $1,376.

Whole number of copies furnished since the Resolves took effect,—Webster's Dictionary, 3058 copies; Worcester's Dictionary, 111 copies; total expense to the Commonwealth, to January 1, 1852, $12,454.

The whole number of Public Schools, according to the last returns, is 3987. As comparatively few of these are primary schools, which are not entitled to a dictionary under the Resolves, there remains a large number of schools still to be furnished. Every town in the State, with one exception, has made application, through its committee, for copies, yet in many towns there are some districts that have failed to comply with the condition expressed in the Resolves, and consequently those towns are but partially supplied.

The following is a summary of statistics relating to the Public Schools of the Commonwealth:—

No. of towns in the Commonwealth, . .	322
No. of towns that have made returns, . .	320
No. that have neglected to make returns, .	1
One town (W. Roxbury,) was incorporated at the last session of the Legislature, and is included in the returns of Roxbury, . . .	1
No. of Public Schools in the State, . .	3,987
Increase of Public Schools for the year, . .	109
No. of persons in the State, between 5 and 15 years of age, ...	196,536
Increase of persons between 5 and 15, for the year, ...	3,304
No. of scholars, of all ages, in all the Public Schools, in summer, ...	179,497
Increase, for the year, of attendance in summer, .	3,153
No. of scholars, of all ages, in all the Public Schools, in winter, ...	199,429
Increase, for the year, of attendance in winter, .	5,026
Average attendance, in all the Public Schools, in summer, ...	132,422
Increase for the year, ...	3,607
Average attendance, in all the Public Schools, in winter, ...	152,564
Increase for the year, ...	2,955
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between 5 and 15 years of age, expressed in decimals, ...	.72
No. of children under 5, attending Public Schools,	17,757
Decrease for the year, ...	25
No. of persons over 15, attending Public Schools,	20,996
Increase for the year, ...	2,788
No. of teachers in summer,—males, 345; females, 3876; total, ...	4,221
Increase for the year,—males, 20; females, 75; total, ...	95
No. of teachers in winter,—males, 2087; females, 2386; total, ...	4,473

Decrease, for the year, of male teachers in winter,	30
Increase of female teachers in winter,	199
No. of different persons employed as teachers in the Public Schools, during the year,—males, 2138; females, 4853; total,	6,991
Increase for the year,	256
Average length of Public Schools, 7 months, 14 days.	
Average increase to each Public School, 2 days.	
Aggregate increase, 7,974 days.	
Average wages of male teachers, per month, including board,	$36 29
Average wages of female teachers, per month, including board,	15 25
Amount of money raised by taxes, for the support of schools, including only the wages of teachers, board and fuel,	915,839 53
Increase for the year,	51,171 68
Increase for the year previous to the last,	34,704 31
Amount of voluntary contributions of board, fuel, and money, to maintain or prolong Public Schools,	39,652 07
Increase for the year,	4,947 76
Amount of money appropriated to schools, as income of local funds,	34,372 92
Aggregate expended on Public Schools, for wages, fuel, and superintendence,	1,021,775 66
Increase for the year,	63,274 33
Amount raised by taxes, for the education of each child in the State, between 5 and 15—per child,	4 71
Increase for the year, per child,	19

The law requires each town to raise by tax, at least $1.50 per child between 5 and 15, as a condition of receiving a share of the income of the State School Fund.

No. of towns that have raised $1.50 or more, for each child between 5 and 15, according to returns, ...	318
No. of towns that have raised less than $1.50 for each child between 5 and 15, which have made returns, ...	2
No. of towns that have raised twice this sum, ($3.00) or more, per child between 5 and 15,	173
Increase for the year, ...	11
No. of incorporated academies returned, .	69
Average number of scholars, . . .	4,154
Aggregate paid for tuition, . . .	$65,612 65
No. of private schools, . . .	785
Decrease from last year, . . .	60
Estimated average attendance upon private schools, ...	16,658
Estimated amount paid for tuition in private schools, ...	$266,312 32
Amount expended on public and private schools and academies, exclusive of the cost of repairing and erecting school edifices, -	$1,353,700 63

BARNAS SEARS,

Secretary of the Board of Education.

Boston, December 10, 1851.

ABSTRACT

OF THE

SCHOOL COMMITTEES' REPORTS.

SCHOOL STUDIES.

SUFFOLK COUNTY.

BOSTON.

A practical, useful, and not showy education is the point to which the grammar school should lead its pupils. There is reason to apprehend from the variety of studies now required, that the grammar school will more and more depart from its true if not its original character. The committee are not insensible to the value of liberal learning, or the importance of distributing its blessings widely and freely; but they may well question if so many studies do not oppress the teachers, and distract the scholars, and ultimately lead to the sacrifice of thoroughness in the elements of a sound and healthy education, for shallow variety.

It is not a grateful duty to decide what study shall be abandoned, since all branches of learning commend themselves more or less; and to particularize that which ought to be relinquished, may be the suggestion of taste and not of sound judgment. But the chairman is prepared to say, that if he possessed the power to lop off, he would first apply the pruning knife to these branches: Physiology, Anatomy, and Hygiene. He has not noticed that there was any special partiality for the two former, among the teachers, and it is quite as clear that the scholars take no very great gratification in enumerating the bones and muscles, or delineating them on paper. Undoubtedly Physiology is an interesting branch of science; but that is not the point at issue; the question is, if the grammar school be the appropriate place in which to teach, and boys and girls the proper persons to learn it; especially if important studies be slighted, in the efforts to acquire a smattering of its technicalities.

It has no higher claims than many other interesting branches of science, which it were vain to attempt to add to the already overgrown list, established by the board or other authorities. There is no branch of human learning of which a little knowledge is so dangerous a thing, as that which treats of the organs of life, their derangements, and the means of preserving them in regular and healthful action. The knowledge of them to be acquired in a grammar school must be superficial, and it is to be feared that imperfect and shallow information may quicken the hard-nerved into empiricism, or fright the sensitive with an apprehension of diseases which exist but in their excited, disordered, and untutored fancies. * *

There appears to be a necessity for reducing the number of studies, since, to pursue all faithfully, requires an appropriation of time beyond the strength of youth to endure; the consequence is, that the less striking, because elemental portions of the course are somewhat neglected as the pupil passes into the upper classes. In this way only, can the committee account for the exceedingly good recitations in History, the strikingly prompt solutions of difficult questions in Arithmetic, and the minute knowledge of Geography, on the part of many, who were by no means ready spellers or fluent readers. The chairman has frequently noticed, with a sensation of pain, the workings of the over-taxed minds of the younger children, and with surprise the correct process and result, while they were examined in mental arithmetic; yet the same children did not spell with the confidence, or read with the facility, which their merits in other branches would lead one to expect.

Without dwelling longer on this point, the committee are of opinion that the studies are too numerous for the comfort of the master, and the real practical good of the greatest number of the scholars.

NORTH CHELSEA.

The day has at length arrived in New England, when it begins to be generally believed that one fact in art, science, or philosophy, actually known, is worth a hundred uncertainties; that it is better for a child to master the lessons of a single page, in a single science, so that he can state them on all proper occasions with fearless precision, than to make a pleasant railroad excursion over the surface of a variety of pages and sciences, and yet never dare to make a decided statement in relation to any one of them, lest it should prove to be incorrect. It begins to be felt that to know a little, and know that little *sure*, is more important than to be a walking encyclopedia, with a smattering of every science, and understanding all alike, with the most profound uncertainty.

ESSEX COUNTY.

HAMILTON.

In the opinion of the committee, it is of the highest importance that the elementary branches of study, which are the chief studies pursued, or which can at present be pursued in our schools, should be thoroughly mastered; that the quality of the performances here is of more practical benefit to the scholars than the quantity. The great object of our district schools is to teach the first steps in education, and to furnish the means of further acquisitions in knowledge. If these steps are well learned, the benefit of it is experienced in all after life. One is thus provided with the working materials to make himself reputation as well as property, and to discharge well his duties, both public and private. But let there be a neglect in these first steps, let these be imperfectly acquired, and the youth goes limping and faltering up to manhood, and betrays through his subsequent career the want of that knowledge which he should have gained in childhood, and which afterwards is seldom gained at all.

MIDDLESEX COUNTY.

CAMBRIDGE.

The correct and elegant use of language is the surest indication of intellectual culture. Now the aim of our school system is to secure a good degree of intellectual culture to the whole people. We must look to our Common Schools to guard the rising generation against the degradation of the language, which so many concurrent influences seem now to threaten. The attention of the teachers, in all the lower grades of the schools, should be especially called to this subject. Faults of enunciation can be easily corrected at an age when the organs of speech are flexible. The exercises adapted to this end, which are carefully practised in some of the schools, should be required in the alphabet, middle, and primary. Pupils qualified to enter the grammar schools should be free from faults of this kind, so that the time and labor of the grammar masters may be spent on other parts of the study of our language, more suitable to the higher stages of an English education—to the study of style, and the critical examination of the works or passages from the works of our best writers. That the highest classes in our grammar schools are fully capable of mastering these beautiful and most instructive studies, was demonstrated during the recent examination, in the instances already referred to. The committee, therefore, hope that the reading and pronunciation of the English language will receive increased attention in all the lower schools, and that the masters of the grammar schools will thus find time for more exercises in the critical examination of entire works, or portions of works, of those authors who belong to the classical literature of our language. * * The suggestion is to introduce among the English scholars of our grammar and high schools a thorough study of our language and some of the best authors that have adorned it, in a method corresponding to that which is followed in the study of the classical languages, at school and college.

WOBURN.

Your committee believe that there is one great and radical defect in the present system of teaching young scholars, viz., a want of adaptation of instruction to their capacities. This arises, in part, from the want of a sufficiently thorough and elementary education of the teachers themselves, and partly from their habit of being too much confined to the text-book.

The first impressions of a child are derived from visible objects, and the interest which he takes in those objects depends very much upon his knowledge of their uses. Hence, to awaken his interest, and to aid his comprehension, he requires frequent illustrations, drawn from objects with which he is familiar. The nature of the child prompts him to deal in that which is practical, but in school he is too often confined to what is purely theoretical. The child asks for reasons, and the teacher gives him rules. His capacity requires practical principles and explanations, and the teacher puts him off with abstract deductions from principles.

One great object in teaching children ought to be to improve the reasoning powers; but far too great a part of the present system of education consists in burdening the memory of the scholar with principles which are too abstruse for his comprehension. Thus, at examinations, we not unfrequently see a scholar attempt to recite a page or two *without the book*, and fixing his eye upon the floor, he strives to remember the words of the author, being evidently ignorant of the practical utility of what he is reciting. Indeed, while he is repeating the very words of the book, his manner may indicate that the lesson will be forgotten about as soon as the examination is closed. From such recitations these conclusions follow:—1st, the less practical the subject, the sooner it fades from the mind: 2d, the more fully the subject is illustrated, applied, and brought within the comprehension of the scholar, the greater is the interest which he takes in it, the more he learns to apply it for himself, and the sooner and more perfectly does it become a part of his own ideas.

The remedy for the defects above mentioned, must be sought in the more thorough and critical education of the teachers themselves. Your committee have referred to the importance of frequent and clear explanations and illustrations, but it is evident that these cannot be given by a teacher who is confined to the text-book, and who does not thoroughly understand the subject himself. It is too prevalent an idea, that a person of comparatively superficial education will "answer" to teach a backward school; but your committee believe that such a school requires a teacher well versed in the elementary principles, even more than a school of advanced scholars. Every one knows that a person acquainted with several languages, learns another with greater facility and less assistance, than a person ignorant of the fundamental principles of language. So also in other departments of learning, the more backward the school, the greater the assistance required.

There is, at the present day, too great an eagerness *to get into* what are called the higher studies, while elementary principles are looked upon, by many, as unimportant, and unworthy of attention. This feeling is encouraged by many parents, from a desire to have their children considered good scholars. Such parents do not consider that their children are thus wasting much time and labor, in attempting to pursue the higher branches, without a sufficiently thorough knowledge of the principles upon which those branches depend. They do not reflect that their children are thus liable to be rendered self-conceited, to be placed in a false position in society, and to be made to feel the need of a sound education, when it is too late to acquire it.

Another reason why scholars are desirous of attending to the higher branches, is, that the teacher too frequently encourages such a course. The teacher is ambitious of having a school of advanced scholars, and not being himself sufficiently acquainted with the elementary studies, or fully aware of their importance, leads his pupils along in the same course which he himself has pursued.

WORCESTER COUNTY.

ASHBURNHAM.

Let us now examine some of the hindrances and discouragements, and thus have a view of the shades to the picture.

The mind of the place, through a lax training and the reading of light, trashy publications, is cast in rather a superficial mould. Show and brilliancy mainly please. Hence, solid acquisitions and thorough understanding of things are not properly valued. It is not popular to dwell on the fundamental elements of all knowledge. Spelling book learning and elementary branches are too much neglected. The ambition is to be engaged in higher studies, which have a high sounding name. Hence the disposition is to go over much ground imperfectly, rather than a little, well. Hence, too, scholars go to school, not to work hard, to think, to reason, to understand, but to be amused, to be pleased.

Many live for amusement, rather than seek amusement in order to live. Hence, when they find they are brought up to strict rules and methods, and hard study is required, they do groan, being burdened; and very likely the groan, if not something worse, will be echoed at home. Now, how can schools prosper in the best sense in such an atmosphere? They cannot. There is need of a great change in the public mind upon these matters. Toil, perseverance, earnest thinking in regard to studies, and a severe discipline as to morals, manners, habits, must be prized, and insisted on, in the community generally, before the coming of the school millennium. * *

How shall we sum up now, our educational condition? We claim not to be infallible. We may be much mistaken. But we can give our opinion. We know not but the cause of education is as prosperous here, as in the towns in this region. From our own observation we think it is. We are sure our scholars, in regard to capacity, are equal to any. We certainly have among us very active and bright minds, which only need thorough culture to produce the best fruits. But, throwing aside these comparisons with others, suppose we look at an absolute standard of excellence, at that which ought to be, at that which should be aimed at, rather than at that which is, (and we may remark, this is altogether the most important point of view,) and what conclusion should we form? To determine this, we need to look at the standard itself. Surely, then, every youth before leaving our schools ought to be able to read the mother tongue well. Setting aside, now, the reading of elocutionists, and of those who have paid very great attention to the subject, how many of the pupils of our schools can read *readily*, without miscalling words, distinctly, deliberately, paying due regard to stops, inflections, and the spirit of the piece, as lively, humorous, mournful, sentimental, or fiery, &c.? Can three on an average in each school in the town? Again, the structure of the English language ought to be understood. Its letters, their sounds, orthography, the forms of words and their variations, and the laws of their construction into sentences, ought to be familiar to all. But how is the fact? We have but few skilful grammarians in our schools. Do they outnumber the good readers? Arithmetic is essential to the cultivation of the reasoning powers, and for business. Much attention is given to it in our schools, and with good results. Even here are not many merely memoriter arithmeticians?

Do not some, even in Colburn, state results and processes because they are so instructed, rather than because they see them to be correct? How many of our pupils can give rules and processes in their own language, and explain the rationale, and can work out difficult problems by dint of labor, when they come not exactly under any specified rules? But few, compared with the whole number.

Geography gives us a general account of the surface of the earth, its natural divisions and objects, of men, their varieties, number, works and civilization; of the government, productions of the soil, manufactures and commerce of nations; of the construction of artificial globes and maps, &c. Thus geography includes a large amount and variety of knowledge. And a man can hardly be called intelligent without a general understanding of it. This study is pursued in our schools with as much success as any, probably. Yet how many recite words without any definite idea of things? How many commit facts to memory in a certain order, so that they cannot be recalled out of that order? How many can boast of any completeness of knowledge?

Composition is very needful. To express manly thoughts, and reasonings, and noble sentiments, in clear and forcible language, is very important for every young person in our town. But how many can express in connected sentences their thoughts, with correct spelling, punctuation, use of capitals, and with a fair penmanship? Not a large number.

But not to be tedious in our details, let us say once more, that the conscience and the heart are very important parts of man. Conscience reveals laws of duty for our self-guidance. According as we have a clear and vivid conception of our duties, and are practically conformed thereto, or not, we may be very useful or very injurious to society, a comfort or a grief to our friends, very happy or very miserable. Every youth needs to be moral upon principle, i. e., every youth should have a fixed and settled determination to be moral, and a fixed habit of correct conduct, because both are right. Truth, order, honesty, good and pure words, should be a part of himself. Respect for God, and religion, for the magistrate, for parents, for the aged, &c., &c., should be assiduously cherished. The heart needs to be trained. All the bad passions should be expelled, and kind, amiable feelings, and courteous manners cultivated. Likewise it is very important that all the young should be ready to work in the chosen methods of society. Hence the need of public spirit, and of a disposition to labor heartily with others. The good of our civilization is wrought out by institutions, government, schools, public worship, &c. How is society to be preserved, if these institutions are not upheld? And who are to uphold them, if the young, as they come upon the stage, fail to do it? Now how many are moral, not because the laws and customs of society, but an inner law of their being, and the Holy Scriptures demand it? How many, upon *principle*, are endeavouring to conform their acts to an enlightened conscience? How many are striving to banish all rudeness and vulgarity, and to cultivate kind feelings and courteous manners, not merely on set occasions, but in the ordinary intercourse of life? How many are coming upon the stage ready to support those institutions by which society thrives? Others can answer these questions probably better than ourselves.

Now let it be noted, that our family and educational institutions fail of their ull intent, if every child doos not attain, at least all the things specified above, before the period of his majority. Yes, *every* child should be an intelligent reader, a good grammarian, arithmetician, and geographer, a clear and correct writer, with good morals, habits, disposition, and public spirit. If this is not the fact, society is constantly meeting with a loss. If the community will not put itself to the pains and expense of educating the child, that child will, very likely, put that community to trouble and expense by his ignorance, idleness, unpaid debts, vices or crimes. Society must sometime pay for the child, either in giving him knowledge and virtue, or on account of his vices. Is it not best to pay by furnishing a good education and training, and thus making a virtuous, useful, and happy man of him? Not only do many who obtain some education in our schools come short of this standard, but are there not some neglected ones, who obtain hardly a crumb from the table of knowledge? How important that such should be sought out by the benevolent, and brought, if possible, under the influence of our educational institutions.

Now looking to this high standard and seeing how large a space there is between us and that, we can sympathise with many of our teachers, who say to us often, "Our schools are backward, very backward." This is our estimate.

But how shall our schools be put forward? Not by any one agency, but by the conjoint efforts of every man, woman and child in the place. Let us make a "long pull, a strong pull, and a pull altogether," and we can put the temple of education upon an eminence, where, "like a city upon a hill, it cannot be hid." We need faithful and intelligent committees. We need laborious and self-denying teachers, who shall seek the highest qualifications intellectually and morally, who will be patient, never discouraged, who will never give up, who mean in connection with some mechanical or agricultural employment, or otherwise, to make a business of teaching, not merely for pecuniary gain, but to serve their generation, to do a good work for man and God.

We need parents with elevated aims, who will feel that to train their children is the first work of life; who will begin it at the cradle, who will pursue it by constant watchfulness and counsel, who will coöperate with teachers in all their measures to make their instruction efficient and thorough.

We need scholars who aspire to be something; who feel that to eat and drink and gratify themselves is not the great end of life; who realize that they possess minds, and that the mind makes the man; who will seek knowledge and cherish literary tastes, and will aim at high moral ends; who will strive to improve by all the facilities furnished them by their parents, teachers and friends.

SHREWSBURY.

Reading.—This is a topic which might afford material for a series of lectures, rather than for a few remarks in such a paper as this. Yet we feel that we ought to direct your attention to it, for a moment, at least. We do so with the hope of awakening a greater interest in the minds of parents in regard to it. During the whole year, in the visits which we have paid to the schools, we have urged upon teachers and pupils the importance of giving especial attention to *reading*. There is a very great deficiency, in respect to this matter, in our schools. We have found, in our visits to the schools, very few indeed, whom we could venture to call good readers. And this deficiency arises, we believe, from the negligence of teachers, generally, to give the subject the attention which it most certainly deserves. Few of our teachers look upon reading as much else than one of the *forms* of school, which are to be gone through with at the commencement, or close of their daily duties. They have never thought of regarding it as a *study*, and that, a most important one. We regard it, with its natural associate, spelling, as the basis of a good education, and as deserving particular and prominent attention in our schools. Some of our teachers have admitted its importance, but have complained that parents would not be satisfied, should time be taken for a proper attention to reading, because other departments of study would be neglected, or receive less attention. We hope then, that parents will be awakened to a sense of the importance of having their children *begin* right; of having them do the *first* thing *well*. Let them be willing that they should "make haste slowly." If they become good *readers*, they will be likely to succeed in other studies, to which they give their attention. If they are deficient in this respect, they will, most probably, be bunglers in everything else connected with their school exercises.

STURBRIDGE.

Your committee fear, also, that there is danger of introducing too great a variety of studies into our primary schools. The whole circle of the sciences cannot be taught in these schools. The time spent there is too short to learn all that men desire to know, and the acquisitions of the teachers are too limited to carry their pupils through the whole republic of letters. The fundamental branches of reading, writing, spelling, arithmetic, geography and English grammar, must not be sacrificed to anything else whatever. Other branches of learning are desirable, but these are indispensable. These constitute the foundation, other things the superstructure of the temple of knowledge. School studies must be limited in number, so that the children may learn *well* what they do learn. To crowd too many studies upon the young mind, is a dangerous mistake, to which there is a great tendency at the present time. It is certainly desirable that the children should receive a certain amount of physical, as well as mental and moral instruction; but it is impossible to make them thoroughly acquainted with the sciences of hygiene, physiology and anatomy. They can be taught the simple and necessary laws of health and life, which are plain and easily understood. Common Schools can never be made colleges to teach the more abstract and difficult sciences. They can, however, be made instrumental in directing the minds of the young to the great laws of human existence, the violation of which produces disease, suffering and death. This much it is not difficult to teach, nor is it hard to acquire. But all the branches of human learning cannot be pressed into the Common Schools; they are too extensive, they must be left for the higher seminaries. There must be gradations in education; we must have Common Schools for the education of all classes of children in the primary or rudimental branches of knowledge, and we must have high schools, academies, and colleges for the more difficult and varied branches of human learning.

WINCHENDON.

In presenting their report, the committee would respectfully solicit the attention of the town to the *grand object* to be aimed at, in future, by the Common School system. It is not merely the impartation of some little information to the pupil in arithmetic, so that he may know how to do the common business of life; to teach him to read, so that he may acquaint himself with the news of the day; to teach him to write, so that he may be able to keep his accounts; but it is to secure for the scholar that thorough mental discipline, which will prepare him for any sphere in which he shall be called to move; that development of the mind, which will elevate and ennoble his aspirations; that cultivation of the faculties, which will awaken a quenchless thirst for knowledge; that influence on the mental powers, which inclines them to the truth as delicately as the needle seeks the pole. Its object is to make strong minds, courageous hearts, prompt, active and energetic men; it is to make a generation of men, capable, valuable, benevolent; a generation, which, in time to come, will evince to the world around them, that they had an enlightened and valuable parentage; a generation, patriotic and Christian; "the noble sons of noble sires." * *

There are some other general topics, relative to schools, on many of which the committee have often expressed themselves to the pupils, and to those parents and individuals who have attended school examinations, or the meetings of the Common School Association, which have for some years past been profitably held in each district of the town, but which they would take this opportunity to repeat. The first thing to be mentioned is the

Conduct of Pupils at School.—The conduct of the pupil in school should be, essentially, what we would have it in the virtuous walks of life. We would, therefore, have the pupil's obedience to a good government perfect. We wish him to understand that he goes to the Common School to obey his teacher. We wish him not to go there to have his own will; we wish him not to go there for fun and frolic, for noise and play, for contention and strife. He is to submit himself to the wholesome discipline, to the order and regularity, of the school-room. And this we greatly desire, not only for the sake of the child, the parent, and the school, but for the sake of our country and its free institutions. The well-ordered school-room, more than any spot, except the Christian home, is the nursery of such institutions as we enjoy. Those children and youth who attend school to violate its order and to break down its discipline, who are allowed in such a course by parents and guardians, are rapidly preparing for anarchy and confusion in the State; and, what is more, for the prison and the gallows. We cannot, therefore, with too much earnestness, urge the idea, that in relation to obedience, diligence, stillness, decorum, respect to superiors, manliness in manner, the pupil should be disciplined most thoroughly and systematically by the teacher, and should be encouraged by parents and guardians in receiving such wholesome discipline. We speak from years of observation, when we say that those schools are best, where the discipline, in its broad and best sense, is thorough, efficient, and, even in the eye of the world, rigid.

Manners and Morals deserve a particular mention. In many cases, almost all the instruction imparted in these respects, comes through the school. For this reason, if for no other, they should be indeed schools of morals and manners. Even in the case of our best families, and those most highly cultivated, the children, from right influences here, would have their principles, as to morals and manners, strengthened and improved. It should be well understood, that it is made the duty of teachers, as well as school committees, by the statute, to inculcate, not merely the principles of morality, but of religion. These requirements, it is understood by all, demand the inculcation of no denominational religion, but simply a Bible religion. Growing out of such a religion, is the highest and purest morality which earth knows. And your committee are bold to say, that the best manners which our children can be taught, what will enable them to meet mankind in the world most acceptably, grows naturally out of religion itself.

There is another topic which has awakened the attention of your committee, and to which they would seriously invite the attention of the town, and that is the cultivation of good taste in the minds of children and youth, by the instrumentality of the Common School. It is well understood, that but few facilities are afforded many of our children for the cultivation of this faculty. There are families in every community, whose system embraces the means and facilities of a high cultivation of taste. But this is not true of the majority. In truth, many families have nothing of the kind, around or within their dwellings. And what is saddest of all, they do not seem to know their destitution. They seem not to realize that it is one of the principal elementary differences between the children of various families. Hence they do not appreciate some of the more important means of cultivating the faculty which are within the reach of all. The sanctuary, embracing the idea of a pleasant place to worship God, and an enlightened and cultivated ministry, is, next to the refined home, the best place to cultivate the faculty in question. But many are the families which the school should be made to reach, who scarcely enter the doors of the house of God. The hearts of the children are never brought under the sweet, subduing, gentle influences of the word of God, the voice of prayer or praise. But much, far more than what we have been accustomed to suppose, it is now believed, is dependent on this identical thing. The happiness, the peace of mind, the elevation of families; nay more, all that is valuable in life, is dependent upon it. We cannot but look upon the faculty as one of the most elevating and refining, as well as most highly productive of happiness to our nature. Hence it is, we would inquire, Have we, in our Common School system, all the requisite appliances for the development of taste, which are needed? Has this feature of Common School education received all the attention which in point of fact it merits? In some of the studies introduced into our schools, we find a limited instrumentality for such an end. In penmanship and drawing, in grammar and music, when rightly taught, there is an incidental assistance furnished. But it is the study of beauty, wherever and whenever seen; whether in nature or in art, in man or woman, in ideas or actions, in words or feelings, in lessons or lectures, which refines, purifies and elevates the taste. To such a study we would in some manner direct the minds of children and youth. But never let it be said that the Common School is not the place for the cultivation of this faculty. It is the only place where many immortal minds will, in this respect, receive culture. It is the very place where it is most needed. The rich and affluent, the educated and polished, will, as a matter of course, see that their own offspring, in this respect, are rightly cultivated. Shall we not, as the mental guardians, the foster-fathers of the children of the ignorant and dependent, see that our wards, whom Heaven has put into our hands, are provided for?

NORFOLK COUNTY.

CANTON.

The committee have insisted much upon the teachers explaining, in as clear a manner as possible, the elementary principles of the different branches of study pursued in the Common Schools. It is useless for scholars to be permitted to glide over a study, without mastering its first principles; indeed, we may say, it is *worse* than useless, for children thereby form habits of treating subjects in a superficial way, which will be of serious injury to them. And this leads the committee to say, that they have labored to impress upon the minds of the teachers the fact, that children are forming habits, while at school, which will, to a greater or less degree, cling to them through life. It is hardly possible to over-estimate the importance of strictly attending to the habits of children; if they are permitted to do everything in a loose and imperfect manner, the consequence will be, as a general rule, that these same habits will characterize the whole conduct and business of life: teachers, therefore, should not overlook this important fact, but in everything have the future as well as the present good of the scholars in view.

PLYMOUTH COUNTY.

PLYMOUTH.

In regard to the instruction given in the schools, your committee have aimed first at *thoroughness*, and next at *progress* and extension, so far as compatible with thoroughness. They have insisted much on attention to the elementary branches, such as the primary exercises of the spelling-book, orthography, orthoëpy, and reading, in connection with other studies, as *the* things needful for all, and essential to completeness in a finished education. They have sought to impress on the minds of scholars the importance of a thorough understanding of the elementary principles of every study. Hence in their visits, and especially at the final examinations, they have been accustomed themselves to ask many questions, not, indeed, always so much for the sake of testing the scholar's knowledge, as the *degree of assurance* on his part that he understood the subject. Their wish has been to encourage confidence, positiveness, in all the attainments of the school-room. Solid acquisitions, real merit—these, they have intended, should be the impartial tests. Too often is it found true that if a scholar chance to be asked how far he has proceeded in any given study,—arithmetic it may be,—he is at a loss to define the point, and at the end of a vacation, will most likely be unable to do it at all, except as the wear of the text-book may indicate it. The consequence is, that he must begin again and again, traversing nearly the same ground, and advancing but little, if any, beyond the point reached in the preceding term. Such a manner of study is more than useles. It is a waste both of time and money. It is mental dissipation rather than discipline. The little knowledge gained, too, can be of no practical service to the scholar; he will always need his arithmetic, map and dictionary in his pocket, and, what is worse than all, in a multitude of instances, there is contracted a disrelish for study, such as the skill of no teacher can ever overcome. The little child in the primary school, and the youth in the high school, often looks on a certain book with perfect abhorrence, only because the first essays in the study of it were ill-directed and superficial. Instead of this, the scholar should be required to proceed with steps so sure and certain, that he shall *know* what he knows—be able to define the exact limits of his attainments as easily as the quarryman, delving into the solid rock, can tell every inch he gains. Such knowledge has worth. It is food to the mind. It is available in the business transactions of life, and it has, therefore, given your committee unfeigned pleasure when they have seen scholars earnest to make it theirs.

DUKES COUNTY.

EDGARTOWN.

Importance of Thoroughness in Studies.—One of the great errors in young scholars, is the too great hurry to be getting along over the pages of their school books, while they have not sufficient patience to master everything as far as they go. The mistaken notions of many parents encourage this error. They too often seem to suppose that unless their children are passing rapidly over pages, they are not doing much, and that their teacher is not advancing them as fast as he might. This may be true, and doubtless is, in some cases, to a greater or less extent. But it is more often otherwise. Even some teachers themselves, acting in view of this perverted sentiment of parents and scholars, and wishing to promote their own popularity, connive at and foster the mistake. The great difficulty which lies in the way of success, and ultimately in that of rapidity of the pursuit, consists in *not thoroughly mastering elements—or first principles.* Where these are deeply imprinted upon the mind, the fact that they are so, together with the habit of close study to which such incipient thoroughness conduces, will not only ensure a more comprehensive knowledge of the branches to be studied, but will in reality enable the scholar, if he pursue with *short,* but *sure* steps at first, finally to proceed with almost any degree of rapidity he may choose. A late writer very justly says, "It is not what we read, but what we remember, that makes us learned."

"At first," remarks the great Erasmus, "it is no great matter *how much* you learn, but *how well* you learn it."

"The chief art of learning," says Locke, "is to attempt but little at a time. The widest excursions of the mind are made by short flights, frequently repeated; the most lofty fabrics of science are formed by the continued accumulations of single propositions."

Thus, if we carefully cultivate the young and tender plant, keeping the earth around it from becoming clotted, and the noxious weeds from robbing it of its needful nutriment, it will eventually flourish of itself, aided only by dew and sun-light, in spite of all incidental hindrances.

The moral of this remark is apparent, as well as the instruction of the above; and our *duty,* also, is thus plain.

ABSTRACT OF SCHOOL RETURNS.

SUFFOLK COUNTY.

TOWNS.	Population. U. S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Boston,	136,884	$213,310,067 00	219	21,099	21,870	16,955	17,607	1723	554	24,275	72	309	72	309	1095	1095	2190
Chelsea,	6,701	3,475,161 00	16	1,197	1,184	930	905	83	20	1,162	2	22	2	22	80	80	160
North Chelsea,	935	801,944 00	4	135	154	103	130	11	5	160	1	3	1	3	23.02	23.02	46.04
Total,	144,520	217,587,172 00	239	22,431	23,208	17,988	18,642	1817	579	25,597	75	334	75	334	5	5	10

SUFFOLK COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Boston,	$124 14	$31 50	$245,184 22	-	$8000 00	$450 00	-	-	-	-	61	1800	$133,000 00	$4962 39	City Treasury.
Chelsea,	77 50	22 04	7,350 00	-	-	-	-	-	-	-	1	20	200 00	227 30	Schools.
North Chelsea,	29 81	21 00	1,200 00	-	-	-	-	-	-	-	1	15	300 00	29 57	do.
Total,	77 15	24 84	253,734 22	-	8000 00	450 00	-	-	-	-	63	1835	133,500 00	5219 26	

ESSEX COUNTY.

TOWNS.	Population. U.S.Census, 1850	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos, Days.
Amesbury,	3143	$1,020,425 00	15	484	564	371	420	58	74	572	3	11	11	5	47	51.13	98.13
Andover,	6945	3,131,122 75	24	1295	1231	921	949	186	116	1496	-	26	19	9	115.18	78.10	194.08
Beverly,	5376	2,156,012 85	17	936	1054	730	856	97	112	1192	2	14	9	7	74	71	145
Boxford,	982	538,288 67	7	190	236	149	180	30	39	206	-	7	5	2	20.14	21.13	42.07
Bradford,	1328	368,278 00	4	223	246	156	190	10	26	274	1	3	3	1	15.10	10	25.10
Danvers,*	8110	3,312,779 10	27	1445	1670	1107	1435	216	75	1717	6	26	15	14	118	114	232
Essex,	1585	633,895 20	10	72	418	59	335	27	67	300	1	2	6	3	9	41.10	50.10
Georgetown,	2052	715,213 00	8	386	350	263	242	41	30	437	-	7	3	5	33.15	29.15	63.10
Gloucester,	7805	2,369,251 95	27	1504	1836	1077	1498	152	186	1738	3	22	11	19	96.10	104	200.10
Groveland,	1286	397,079 00	5	232	281	178	188	24	18	299	-	5	4	1	23.10	16.10	40
Hamilton,	889	452,403 00	4	144	172	102	146	25	24	136	-	4	4	-	12	15	27
Haverhill,	5877	2,243,497 00	24	1094	1175	896	979	47	77	1221	4	23	14	13	106.15	96	202.15
Ipswich,	3349	1,062,792 50	13	683	646	519	518	64	50	698	4	9	9	3	56.15	53.15	110.10
Lawrence,	8283	6,003,716 20	17	1442	1470	1001	1089	256	59	1127	3	18	3	22	80	85	165
Lynn,	14,257	4,148,989 40	36	2994	2879	2297	2193	325	126	2902	10	37	10	37	202.10	202.10	405
Lynnfield,	1723	345,356 00	3	185	205	132	172	23	27	204	-	3	3	-	15	10	25
Manchester,	1638	499,507 50	7	321	359	245	287	27	10	360	-	7	1	7	42	24.15	66.15
Marblehead,	6167	2,033,990 60	15	1056	1049	854	893	37	15	1610	3	13	4	13	82.10	82.10	165
Methuen,	2543	1,059,148 45	10	446	459	335	367	48	57	550	1	9	6	5	47	28	75
Middleton,	832	310,417 00	4	177	190	123	143	30	13	205	-	4	3	-	15.07	9	24.07
Newbury,	4426	663,155 30	16	786	713	569	499	56	71	1019	4	12	4	12	83	83	176
Newburyport,	9572	5,390,069 55	23	1347	1513	1143	1136	-	95	1975	7	21	7	21	135	135	270

Rockport,	3255	672,410 07	7	600	735	415	445	50	135	715	4	7	7	1	35	35	70
Rowley,	1075	456,089 37	7	232	172	171	118	36	42	221	-	7	-	4	29.05	15.05	44.10
Salem,	20,263	13,654,738 70	37	2855	2861	2610	2623	148	80	2995	9	55	9	55	203.10	222	425.10
Salisbury,	3100	1,023,861 83	12	605	269	421	189	67	42	664	2	9	5	1	66.15	24.18	91.13
Saugus,	1552	491,917 50	6	364	364	237	237	50	8	335	1	7	2	4	28.05	28	56.05
Topsfield,	1171	468,981 30	5	230	224	163	178	31	31	252	-	5	4	1	23.10	15.12	39.02
Wenham,	977	354,409 00	4	165	244	121	202	35	21	231	-	3	3	2	13.05	17	20.05
West Newbury,	1746	578,671 10	8	344	401	262	289	52	40	383	1	5	6	6	18.05	28.15	47
Total,	131307	56,556,466 89	402	22,837	23,986	18,627	18,996	2248	1766	26,044	69	381	190	273	4.07	4.07	8.14

* Returns defective.

ESSEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amesbury,	$28 00	$11 90	$2000 00	-	-	-	-	-	-	-	8	204	$978 25	$120 94	Schools.
Andover,	32 47	17 72	4250 00	$13 34	$2850 00	$132 00	-	3	238	$4450 00	4	80	540 00	320 93	do
Beverly,	35 00	12 00	3500 00	-	-	-	-	-	-	-	9	200	2000 00	241 26	do
Boxford,	30 80	15 63	700 00	-	2185 00	130 38	$61 77	-	-	-	-	-	-	44 35	do
Bradford,	35 66	12 32	672 50	-	-	-	-	1	135	2200 00	-	-	-	117 86	do
Danvers,	49 00	16 00	8698 50	-	2000 00	120 00	-	-	-	-	3	-	-	331 40	do
Essex,	36 85	13 35	1300 00	-	-	-	-	-	-	-	6	175	375 00	66 53	do
Georgetown,	30 50	17 00	1300 00	-	-	-	90 00	-	-	-	1	40	275 00	88 50	do
Gloucester,	40 91	16 51	5600 00	-	-	-	-	-	-	-	5	126	1455 00	343 31	do
Groveland,	29 00	13 67	794 45	-	-	-	-	1	-	-	-	-	-	-	-
Hamilton,	30 00	10 00	500 00	75 00	-	-	-	-	-	-	-	-	-	35 11	Schools.
Haverhill,	35 26	17 82	4500 00	-	-	-	521 17	-	-	-	2	32	140 00	245 78	do
Ipswich,	32 52	11 35	2500 00	-	5000 00	300 00	-	1	-	-	4	162	1719 50	155 85	do
Lawrence,	73 33	23 66	7772 49	-	-	-	-	-	-	-	1	30	720 00	242 29	School appar.
Lynn,	54 22	16 08	15,031 91	-	-	-	-	1	25	500 00	8	138	1983 00	573 69	City Treas.
Lynnfield,	33 50	18 50	600 00	-	-	-	-	-	-	-	1	17	300 00	38 19	do
Manchester,	34 00	15 76	1200 00	-	-	-	-	-	-	-	2	40	750 00	69 20	do
Marblehead,	48 67	13 23	4500 00	-	-	-	-	1	40	800 00	8	200	1200 00	264 67	do
Methuen,	28 16	14 44	1700 00	-	-	-	-	-	-	-	1	20	240 00	118 06	Town expen.
Middleton,	33 33	11 83	500 00	-	-	-	-	-	-	-	1	25	75 00	40 24	Schools.
Newbury,	36 18	15 04	3500 00	-	16,400 00	824 00	-	1	40	85 00	-	-	-	189 52	do
Newburyport,	44 64	13 49	6751 61	-	15,000 00	750 00	-	1	81	-	15	360	3100 00	341 46	do

Rockport,	39 00	20 00	2500 00	30 00	-	-	-	-	-	-	2	50	300 00	143 73	Schools.
Rowley,	-	14 00	600 00	50 00	-	-	-	-	-	-	-	-	-	43 12	do
Salem,	70 52	16 95	19,392 26	-	-	-	-	-	-	-	34	690	10166 00	806 12	do
Salisbury,	27 43	13 11	1700 00	-	-	-	-	-	-	-	5	41	425 00	125 05	do
Saugus,	31 50	16 00	1070 00	20 00	-	-	-	-	-	-	-	-	-	63 24	Town expen.
Topsfield,	30 00	13 06	700 00	-	-	-	-	-	-	-	2	55	42 50	52 56	Schools.
Wenham,	32 10	12 93	600 00	-	-	-	-	-	-	-	-	-	-	48 87	do
West Newbury,	29 46	14 00	1150 00	-	-	-	-	-	-	-	2	85	90 00	-	
Total,	37 65	14 81	105,483 72	188 34	59,435 00	3156 38	672 94	10	559	8035 00	124	2770	26,874 25	5271 83	

MIDDLESEX COUNTY.

TOWNS.	Population. U.S.Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.		Summer.	Winter.	Total.
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Mos. Days.	Mos. Days.	Mos. Days.
Acton,	1605	$541,225 00	9	334	413	249	342	61	65	347	-	6	6	3	22.05	29.15	52
Ashby,	1218	580,860 00	9	262	332	198	265	34	85	213	-	9	7	2	26.10	22.15	49.05
Ashland,	1304	407,121 00	7	239	263	155	219	21	33	294	-	7	3	4	20.10	17.02	37.12
Bedford,	975	350,999 00	6	203	222	157	176	35	29	166	-	6	2	4	27.10	20	47.10
Billerica,	1646	870,595 00	11	366	402	279	307	51	62	351	1	10	10	1	42.10	33.05	75.15
Boxborough,	396	239,712 00	4	78	109	67	94	8	32	81	-	4	3	1	9.15	10.15	20.10
Brighton,	2356	1,634,725 00	9	527	539	395	408	58	64	402	3	6	3	6	54	54	108
Burlington,	547	287,868 00	5	95	102	46	64	12	16	88	-	4	2	-	9	6	15
Cambridge,	15,215	10,608,787 70	35	3166	3194	2302	2398	-	191	3029	10	40	10	40	173	208.05	381.05
Carlisle,	719	323,524 00	5	125	143	80	113	21	32	105	-	5	4	1	17,10	15.15	33.05
Charlestown,	17,216	8,624,690 00	35	4069	3786	2389	2384	300	125	3071	10	44	10	44	204	204	408
Chelmsford,	2098	958,369 00	12	436	504	387	478	58	85	425	-	12	8	4	37	35.03	72.03
Concord,	2249	1,262,803 20	10	413	434	285	320	44	77	377	1	10	7	4	56	37.15	93.15
Dracut,	3503	700,182 00	14	658	714	494	531	64	115	685	-	15	13	2	51	46,05	97.05
Dunstable,	590	361,061 00	5	118	125	90	108	9	29	117	-	5	4	1	13.15	13,15	27.10
Framingham,	4235	1,910,613 00	14	698	721	550	586	47	83	798	-	14	9	5	56.05	50.05	106.10
Groton,	2515	1,451,025 00	17	490	585	348	401	58	91	598	-	16	11	7	47.15	45.05	93
Holliston,	2428	821,596 00	11	492	586	405	473	66	76	488	-	11	8	4	33.10	35.05	68.15
Hopkinton,	2801	887,091 50	11	427	521	344	415	40	70	580	-	11	7	4	31.05	31.02	62.07
Lexington,	1894	1,170,428 00	8	333	357	252	300	19	63	341	1	7	4	4	42	30	72
Lincoln,	632	482,822 00	4	125	155	94	131	13	45	135	-	4	4	-	16	13.10	29.10
Littleton,	991	471,879 00	7	183	237	148	198	22	55	201	-	7	7	-	20	18	38

Lowell,	33,385	16,866,919 10	56	7167	6898	4332	4231	997	538	5415	21	74	21	74	313	313	626
Malden,	3520	1,731,662 40	9	717	642	486	505	14	42	664	2	7	3	6	48	38	86
Marlborough,	2941	1,172,267 00	12	498	627	376	524	66	73	580	-	11	7	5	32.10	39.05	71.15
Medford,	3749	2,409,333 00	8	645	592	492	472	36	41	614	3	8	3	8	48	48	96
Melrose,	1260	505,098 00	3	226	198	158	148	35	18	260	-	4	1	3	24	9.15	33.15
Natick,	2744	916,210 00	9	471	551	346	427	65	53	552	-	10	6	5	25.15	30.10	56.05
Newton,	5258	3,157,340 00	17	851	886	634	705	55	77	1003	3	12	10	7	79	77.10	156.10
Pepperell,	1754	740,823 80	9	355	437	265	318	28	85	430	-	9	6	3	31.05	27	58.05
Reading,	3108	1,071,042 00	12	623	625	445	489	73	63	579	-	13	6	6	56.05	36.05	92.10
Sherburne,	1043	516,983 00	7	179	269	136	213	35	37	214	-	6	5	2	20	22.10	42.10
Shirley,	1158	569,910 00	7	188	232	160	181	27	37	213	-	7	6	1	22	20	42
Somerville,	3540	2,102,631 00	11	752	719	497	488	17	57	672	3	11	4	10	53	50	103
South Reading,	2407	755,019 00	8	508	445	363	350	84	60	413	2	8	2	5	51	23.05	74.05
Stoneham,	2085	481,862 00	8	380	170	266	115	49	51	348	-	7	1	2	46.05	4.15	51
Stowe,	1455	623,390 00	6	316	330	230	264	32	52	311	-	6	5	1	22.15	19.15	42.10
Sudbury,	1578	915,867 00	5	301	373	217	304	43	91	366	-	5	5	-	25	14.15	39.15
Tewksbury,	1042	616,308 00	6	188	210	140	175	24	40	230	-	6	3	3	20	20	40
Townsend,	1947	855,970 00	12	419	500	311	405	40	51	419	-	12	5	8	42	35.10	77.10
Tyngsborough,	799	492,830 00	7	160	193	116	147	9	40	190	-	7	5	4	23	21.05	44.05
Waltham,	4464	2,778,446 50	14	900	913	593	682	75	80	673	2	14	4	12	68	80	148
Watertown,	2837	2,351,583 20	7	462	461	318	360	42	38	499	3	6	3	6	45.10	45.10	91
Wayland,	1115	479,084 00	6	236	266	183	203	51	32	225	-	6	5	1	19.05	19.05	38.10
W. Cambridge,	2202	1,671,644 10	7	369	417	286	334	17	32	358	3	4	3	5	39.05	40.05	79.10
Westford,	1473	814,078 00	10	261	326	198	274	36	60	265	1	9	6	4	30.06	33.03	63.09
Weston,	1205	708,876 00	6	188	255	146	214	12	38	226	-	6	6	-	25.14	18	43.14
Wilmington,*	876	399.643 00	5	173	194	143	163	17	41	175	-	5	5	-	18	12.05	30.05
Winchester,	1353	649,346 00	7	223	232	177	185	23	29	185	1	6	1	6	24	24	48
Woburn,	3954	1,962,577 00	11	690	683	527	509	84	55	717	1	12	3	10	69.10	38	107.10
Total,	161385	83,264,719 50	533	32,283	33,088	22,255	24,096	3127	3434	29,688	71	544	282	338	4.08	4	8.08

* No Returns. From Abstract of 1849-50.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Acton,	$31 12	$12 89	$1100 00	-	-	-	-	-	-	-	1	30	$70 00	$65 50	Schools.
Ashby,	25 54	14 04	900 00	-	-	-	-	1	25	$75 00	-	-	-	43 12	do
Ashland,	34 51	15 64	950 00	$22 00	-	-	-	-	-	-	2	50	148 00	54 62	do
Bedford,	29 78	15 18	800 00	-	-	-	$92 63	-	-	-	2	47	135 00	39 63	do
Billerica,	26 10	14 13	1500 00	-	-	-	-	-	-	-	-	-	-	72 48	do
Boxborough,	29 00	14 11	400 00	-	-	-	-	-	-	-	-	-	-	14 99	do
Brighton,	55 55	14 44	3500 00	-	-	-	-	-	-	-	1	30	500 00	92 81	do
Burlington,	35 00	13 44	300 00	-	-	-	58 93	-	-	-	-	-	-	22 59	do
Cambridge,	85 33	23 01	20,831 04	-	-	-	-	1	44	1000 00	9	186	3159 00	606 13	City Treasury.
Carlisle,	25 70	12 15	500 00	24 00	$500 00	$30 00	15 00	-	-	-	-	-	-	27 10	Schools.
Charlestown,	79 16	20 95	25,000 00	-	5600 00	336 00	-	1	150	4000 00	5	90	1200 00	-	-
Chelmsford,	30 39	13 00	1500 00	67 50	-	-	-	-	-	-	4	90	275 00	99 79	Schools.
Concord,	36 16	14 75	2500 00	-	1578 45	95 94	-	-	-	-	1	20	500 00	72 89	School Com.
Dracut,	25 04	12 30	1550 99	36 00	-	-	189 24	-	-	-	1	22	88 00	128 74	Schools.
Dunstable,	23 37	13 00	450 00	26 00	-	-	-	-	-	-	1	33	100 00	22 38	do
Framingham,	38 75	19 31	2700 00	-	3500 00	210 00	-	1	55	820 00	5	87	539 00	167 55	do
Groton,	27 40	13 60	1800 00	20 00	620 00	37 20	-	1	130	1560 00	-	-	-	122 78	do
Holliston,	32 39	15 18	1550 00	-	-	-	-	-	-	-	1	40	700 00	85 42	do
Hopkinton,	31 47	21 92	1575 00	-	4200 00	252 00	-	1	61	1100 00	1	40	50 00	107 39	do
Lexington,	40 76	20 28	2000 00	75 00	-	-	-	-	-	-	2	60	1000 00	71 04	do
Lincoln,	38 06	14 68	670 00	13 50	1204 21	103 83	-	-	-	-	-	-	-	29 77	do
Littleton,	33 00	14 00	900 00	-	-	-	-	-	-	-	7	20	140 00	43 12	do

Lowell,	72 28	24 73	34,850 00	-	-	-	-	-	-	-	6	-	-	1035 68	Schools.
Malden,	38 88	17 66	2550 86	-	-	-	-	-	-	-	-	-	-	172 27	do
Marlborough,	32 69	16 65	1500 00	8 00	440 00	26 40	-	1	15	120 00	-	-	-	118 47	do
Medford,	53 84	13 50	3680 00	-	-	-	-	-	-	-	3	70	1325 00	126 69	Town Treas.
Melrose,	40 00	19 25	949 00	-	-	-	-	-	-	-	1	25	500 00	-	-
Natick,	27 05	17 00	1500 00	50 00	-	-	-	-	-	-	4	34	294 00	97 12	Schools.
Newton,	45 54	18 09	5000 00	270 00	-	-	-	-	-	-	9	192	6180 00	208 61	Town Treas.
Pepperell,	29 97	12 81	1200 00	-	-	-	-	1	20	350 00	1	25	280 00	-	-
Reading,	31 22	17 94	2000 00	-	-	-	-	-	-	-	-	-	-	111 70	Schools.
Sherburne,	29 03	14 43	925 00	-	-	-	-	-	-	-	-	-	-	42 71	do
Shirley,	28 64	13 01	800 00	46 00	-	-	-	-	-	-	-	-	-	44 76	do
Somerville,	60 00	20 40	5300 00	-	-	-	-	-	-	-	2	65	300 00	149 07	Town Treas.
South Reading,	47 64	18 00	1800 00	-	-	-	-	-	-	-	-	-	-	78 03	School appar.
Stoneham,	50 00	17 33	995 00	30 00	-	-	-	-	-	-	-	-	-	64 47	Schools.
Stowe,	32 61	14 63	900 00	-	-	-	-	-	-	-	1	15	-	54 21	do
Sudbury,	33 20	14 00	800 00	21 00	433 33	26 00	-	-	-	-	1	27	146 38	67 35	do
Tewksbury,	29 00	16 00	800 00	-	-	-	-	-	-	-	-	-	-	-	-
Townsend,	28 40	13 00	1200 00	-	-	-	-	1	60	1269 00	1	50	150 00	80 69	Schools.
Tyngsborough,	25 73	16 64	700 00	30 00	2222 20	111 11	-	-	-	-	1	25	511 00	39 42	do
Waltham,	51 50	20 11	4600 00	-	-	-	-	-	-	-	2	60	1600 00	135 52	Town Treas.
Watertown,	51 27	18 80	3000 00	-	-	-	-	-	-	-	3	57	1382 00	-	-
Wayland,	32 40	17 42	900 00	-	200 00	12 00	-	-	-	-	-	-	-	47 23	Schools.
W. Cambridge,	46 17	16 00	2275 00	-	5485 00	329 10	-	-	-	-	2	20	496 00	69 40	do
Westford,	26 62	13 43	1200 00	-	-	-	-	1	42	478 00	-	-	-	66 94	do
Weston,	34 16	14 16	1100 00	-	-	-	-	-	-	-	2	42	215 00	45 38	do
Wilmington,*	20 36	7 87	625 00	-	-	-	33 92	-	-	-	-	-	-	35 93	-
Winchester,	60 00	18 00	1500 00	-	-	-	-	-	-	-	-	-	-	-	-
Woburn,	49 50	19 82	3200 00	-	-	-	-	1	45	720 00	1	25	175 00	172 89	Schools.
Total,	38 23	16 25	158,426 89	739 00	25,983 19	1568 58	389 72	11	647	11,492 00	83	1577	22,358 38	5054 38	

* No Returns. From Abstract of 1849-50.

WORCESTER COUNTY.

TOWNS.	Population. U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Ashburnham,	1875	$681,420 00	14	402	533	310	436	30	109	440	-	12	9	5	33.15	37.10	71.05
Athol,	2033	639,384 00	14	425	561	319	427	53	126	435	1	13	6	9	37.10	41.05	78.15
Auburn,	879	399,896 00	4	167	196	119	159	25	24	192	-	4	4	-	13	10.10	23.10
Barre,	2976	1,430,964 00	18	504	652	440	552	74	114	605	-	18	8	10	56.19	53.13	110.12
Berlin,	866	276,330 00	5	138	205	98	183	15	39	167	-	5	5	-	13	14.10	27.10
Blackstone,	4391	1,705,166 00	14	709	733	483	556	68	43	739	2	11	8	5	50	53	103
Bolton,	1263	525,254 00	9	269	356	214	280	42	69	277	1	8	5	4	26.10	32.05	58.15
Boylston,	918	450,982 60	6	176	218	136	191	24	34	211	-	5	4	2	13.15	14	27.15
Brookfield,	1673	632,064 00	10	346	443	287	369	37	74	338	-	10	6	4	31	30	61
Charlton,	2015	942,701 00	13	358	492	266	383	44	66	382	-	12	10	3	32.10	38.15	71.05
Clinton,	3113	909,148 00	6	418	372	294	250	51	51	429	2	6	2	5	30	30	60
Dana,	842	211,123 00	6	197	247	143	169	24	55	195	-	6	3	3	15.16	15.10	31.06
Douglas,	1878	678,709 00	10	351	426	239	307	36	64	353	-	10	8	2	39.10	35	74.10
Dudley,	1446	651,391 00	7	259	357	189	282	21	50	316	-	7	5	2	28	24.02	52.02
Fitchburg,	5120	2,039,864 60	23	924	1024	666	811	59	169	845	2	20	5	18	84.10	71.10	156
Gardner,	1533	558,389 60	7	295	458	229	371	25	93	410	-	7	5	5	18	28	46
Grafton,	3925	1,356,063 00	17	669	783	514	628	118	101	728	-	17	7	10	48.10	48.10	97
Hardwick,	1631	829,396 00	12	292	403	234	335	31	91	307	-	12	9	3	33.10	32.15	66.05
Harvard,	1630	741,352 00	10	265	355	213	291	31	51	306	-	10	8	2	30.10	29.15	60.05
Holden,	1933	787,834 50	13	399	522	321	411	46	74	456	-	12	5	8	34.15	39.15	74.10
Hubbardston,	1825	643,503 00	14	383	531	304	451	49	116	457	-	13	11	3	35.10	34.15	70.05
Lancaster,	1688	674,224 00	13	324	351	245	264	25	56	342	1	11	7	5	48	40.15	88.15
Leicester,	2269	1,219,330 00	13	307	351	224	268	32	12	433	-	12	4	7	31.10	29.15	61.05
Leominster,	3121	1,244,051 10	13	598	684	488	553	37	128	551	1	11	8	5	36.10	39	75.10
Lunenburg,	1249	636,547 00	9	252	325	192	260	15	71	281	-	9	8	1	24	22	46
Mendon,	1301	668,839 60	8	275	287	193	219	50	62	266	1	7	4	4	22.10	23.05	45.15

Milford,	4819	1,144,721 00	15	626	712	480	563	85	77	754	-	12	11	4	28.05	33.05	61.10
Millbury,	3081	985,030 00	9	458	463	304	375	81	22	533	-	9	5	4	28	25.10	53.10
New Braintree,	852	554,624 00	8	192	247	146	206	30	20	177	-	7	5	3	21.10	24.05	45.15
Northborough,	1535	625,596 00	7	283	339	216	288	25	74	349	-	7	5	2	25	19	44
Northbridge,	2229	627,979 70	10	416	486	306	360	57	43	451	1	7	7	5	21.15	29.10	51.05
N. Brookfield,	1939	651,332 00	10	394	451	316	383	43	48	425	-	10	6	4	31.10	29.10	61
Oakham,	1137	413,351 00	8	240	301	196	257	45	52	207	-	8	6	2	21.15	22.05	44
Oxford,	2380	955,645 00	10	460	527	300	352	59	76	511	1	10	8	2	37.15	34.15	72.10
Paxton,	820	298,714 00	6	148	190	116	159	29	34	151	-	5	3	3	14.10	17.15	32.05
Petersham,	1527	792,077 00	14	303	344	232	292	28	74	355	-	12	8	5	32	38	70
Phillipston,	809	383,141 00	7	177	249	141	200	21	51	197	-	7	1	6	16.15	20	36.15
Princeton,	1318	631,911 00	10	278	361	235	295	35	83	304	-	10	9	1	30.05	27.05	57.10
Royalston,	1546	751,008 00	14	342	459	270	396	52	97	334	-	13	7	7	32.05	38.12	55
Rutland,	1223	513,447 00	12	284	330	243	282	34	78	289	-	11	2	10	24	31	70.17
Shrewsbury,	1598	788,836 00	9	285	380	209	309	38	63	323	-	7	7	2	18.05	22.05	40.10
Southborough,	1347	598,407 60	7	242	295	134	238	19	31	288	-	7	7	-	22.03	16.09	38.12
Southbridge,	2824	1,131,673 00	11	492	638	360	444	63	84	621	1	11	5	8	37.10	33.10	71
Spencer,	2243	828,611 00	12	416	544	342	476	71	72	470	-	12	8	4	32.06	32.07	64.13
Sterling,	1800	801,310 00	12	374	528	296	402	45	124	430	-	12	9	1	29.10	29.10	59
Sturbridge,	2119	846,330 00	14	405	497	337	432	52	51	500	-	13	7	7	34.05	41.10	75.15
Sutton,	2595	977,822 00	13	426	463	322	360	53	53	529	-	13	8	5	39.10	36.05	75.15
Templeton,	2173	877,725 00	10	410	523	321	435	29	112	428	-	9	5	3	31.10	28	59.10
Upton,	2023	601,308 00	12	340	471	289	398	36	52	385	-	11	6	6	33.15	30.02	63.17
Uxbridge,	2457	1,129,366 50	13	441	498	291	370	75	101	480	-	11	6	6	40.10	37.10	78
Warren,	1776	686,931 00	11	317	411	254	336	70	40	377	-	10	3	10	35	35.10	70.10
Webster,	2371	801,934 00	9	455	473	226	282	58	65	506	2	7	3	6	46	42.15	88.15
Westborough,	2376	768,499 50	10	370	450	303	381	45	75	402	-	9	5	6	28.05	25.15	54
W. Boylston,	1749	531,117 00	8	319	357	247	311	36	48	354	-	8	4	4	22	21.10	43.10
W. Brookfield,	1344	528,764 00	8	232	330	162	246	20	46	280	-	7	6	2	27	21.10	48.10
Westminster,	1916	732,784 00	13	406	537	309	456	56	122	418	1	12	8	5	31.15	35	66.15
Winchendon,	2445	918,365 00	13	474	595	369	476	63	114	489	-	13	9	4	33.01	37.09	70.10
Worcester,	17,059	11,085,506 70	37	3122	3184	2026	2142	142	371	2776	3	53	22	41	197.10	144	341.10
Total,	130817	55,497,794 00	650	24,829	28,498	17,658	22,308	2657	4395	23,554	20	621	375	303	3.01	2.19	6.00

WORCESTER COUNTY—Continued.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashburnham,	$28 83	$13 36	$1400 00	$50 00	-	-	-	-	-	-	3	75	$130 00	$82 54	Schools.
Athol,	25 78	14 50	1600 00	24 00	-	-	-	-	-	-	3	78	84 00	94 66	do
Auburn,	22 16	11 28	500 00	-	-	-	-	-	-	-	-	-	-	40 24	do
Barre,	25 41	14 94	2000 00	50 02	-	-	-	-	-	-	3	84	287 00	119 09	do
Berlin,	29 26	11 75	500 00	-	520 00	$31 20	$36 22	-	-	-	1	22	250 00	32 65	do
Blackstone,	30 00	15 34	1800 00	300 00	-	-	280 00	-	-	-	3	51	168 00	153 59	do
Bolton,	41 33	18 00	1057 90	50 00	12,000 00	720 00	154 59	-	-	-	-	-	-	55 85	do
Boylston,	26 40	13 11	500 00	14 00	-	-	-	-	-	-	4	19	53 16	40 24	do
Brookfield,	28 77	14 55	1200 00	24 00	-	-	-	-	-	-	5	50	675 00	62 21	do
Charlton,	27 37	13 06	1400 00	70 00	1000 00	60 00	-	-	-	-	2	55	34 18	86 03	do
Clinton,	45 00	18 00	2000 00	-	-	-	-	-	-	-	1	15	18 75	-	-
Dana,	23 60	12 97	400 00	68 62	-	-	-	-	-	-	-	-	-	41 07	Schools.
Douglas,	24 95	14 40	1500 00	-	500 00	30 00	144 28	-	-	-	1	25	500 00	77 00	do
Dudley,	23 45	13 53	800 00	61 65	1800 00	108 00	-	1	26	$405 00	-	-	-	58 31	do
Fitchburg,	48 67	16 00	4000 00	-	-	-	-	-	-	-	4	41	292 75	164 26	do
Gardner,	35 50	14 82	950 00	30 00	-	-	-	-	-	-	-	-	-	66 94	do
Grafton,	30 18	20 51	1800 00	400 00	-	-	60 00	1	46	732 00	3	33	171 55	160 16	do
Hardwick,	21 00	11 80	1200 00	-	-	-	12 00	-	-	-	1	30	90 00	68 99	School Com.
Harvard,	25 48	9 16	1200 00	-	-	-	36 00	-	-	-	-	-	-	81 10	Schools.
Holden,	31 12	14 65	1200 00	18 00	3366 66	202 00	-	-	-	-	3	110	135 00	97 74	do
Hubbardston,	25 43	12 36	1200 00	-	1200 00	72 00	-	-	-	-	-	-	-	95 68	do
Lancaster,	30 67	14 34	1800 00	-	-	-	-	1	-	-	1	32	375 00	151 94	do
Leicester,	33 67	16 28	1160 00	-	1000 00	60 00	95 68	1	92	1472 00	3	84	206 00	95 68	do
Leominster,	35 58	14 52	1900 00	-	100 00	6 00	-	-	-	-	7	33	240 00	108 62	do
Lunenburg,	28 58	12 48	1000 00	-	-	-	-	-	-	-	1	30	450 00	57 90	do
Mendon,	33 05	13 32	800 00	-	-	-	124 06	-	-	-	2	40	130 00	52 56	do

Milford,	33 71	16 51	1500 00	-	-	-	-	-	-	-	6	102	752 00	134 70	Schools.
Millbury,	26 64	15 00	1143 00	-	-	-	-	-	-	-	1	81	725 00	107 18	do
New Braintree,	26 20	13 29	800 00	-	-	-	-	-	-	-	1	40	150 00	31 62	do
Northborough,	35 75	13 87	1000 00	-	-	-	-	-	-	-	2	34	500 00	64 47	do
Northbridge,	28 18	16 50	1200 00	318 94	-	-	-	-	-	-	-	-	-	88 29	do
N. Brookfield,	33 51	13 48	1500 00	-	-	-	-	-	-	-	1	50	150 00	84 60	do
Oakham,	22 94	11 25	700 00	18 00	-	-	-	-	-	-	1	25	37 00	49 28	do
Oxford,	29 83	15 00	1500 00	70 00	-	-	-	-	-	-	1	20	120 00	110 67	do
Paxton,	26 86	14 55	600 00	-	-	-	-	-	-	-	-	-	-	29 16	do
Petersham,	24 32	12 60	1200 00	-	1248 94	74 93	-	-	-	-	3	81	127 80	73 92	do
Phillipston,	33 00	12 69	600 00	-	-	-	-	-	-	-	1	25	15 00	39 22	do
Princeton,	26 20	11 40	1000 00	-	-	-	-	-	-	-	-	-	-	68 79	do
Royalston,	26 13	14 46	1200 00	8 00	1500 00	90 00	-	-	-	-	1	25	81 00	74 33	do
Rutland,	27 26	14 24	800 00	17 25	-	-	-	-	-	-	1	35	57 75	61 80	do
Shrewsbury,	30 24	13 36	900 00	-	-	-	-	-	-	-	8	185	394 00	71 25	do
Southborough,	29 60	14 30	900 00	-	-	-	-	-	-	-	1	25	100 00	63 65	do
Southbridge,	29 00	14 26	1200 00	186 50	-	-	-	-	-	-	2	80	75 00	123 20	do
Spencer,	24 24	15 47	1050 00	-	400 00	24 00	-	-	-	-	-	-	-	92 81	do
Sterling,	29 82	12 83	1300 00	-	-	-	-	-	-	-	-	-	-	91 58	do
Sturbridge,	28 10	15 70	1000 00	433 00	-	-	-	-	-	-	-	-	-	117 24	do
Sutton,	25 00	18 00	1500 00	-	1600 00	96 02	-	-	-	-	2	32	365 00	86 24	do
Templeton,	31 50	15 50	1300 00	-	-	-	-	-	-	-	4	130	130 00	87 47	do
Upton,	33 48	13 75	1200 00	-	-	-	-	-	-	-	3	-	175 00	79 05	do
Uxbridge,	27 80	14 91	1200 00	40 00	-	-	314 25	-	-	-	1	50	825 00	94 25	do
Warren,	26 18	14 12	1000 00	259 75	-	-	-	1	60	960 00	-	-	-	71 87	do
Webster,	26 80	14 75	2000 00	-	-	-	-	-	-	-	1	28	466 00	88 70	Town expen.
Westborough,	33 20	16 98	1200 00	42 00	-	-	-	-	-	-	3	45	347 00	86 65	Schools.
W. Boylston,	24 12	18 72	900 00	-	-	-	-	-	-	-	2	40	800 00	76 79	do
W. Brookfield,	26 31	12 20	900 00	-	-	-	-	-	-	-	1	30	200 00	53 39	do
Westminster,	27 00	12 88	1200 00	-	-	-	-	1	200	675 00	-	-	-	100 00	do
Winchendon,	31 61	15 96	1500 00	-	-	-	-	1	22	275 00	1	20	10 00	99 58	do
Worcester,	56 19	19 23	15,450 00	-	500 00	30 00	-	2	100	1700 00	8	120	2000 00	540 22	do
Total,	30 03	14 43	85,310 90	2553 73	26,735 60	1644 15	1257 08	9	546	6179 00	107	2230	12,952 94	5187 02	

HAMPSHIRE COUNTY.

TOWNS.	Population. U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.
Amherst,	3052	$1,187,267 00	12	493	599	354	478	49	52	624	-	11	5	7	38.12	44	82.12
Belchertown,	2680	830,356 00	18	497	611	388	509	62	102	599	-	17	11	7	50	57.10	107.10
Chesterfield,	1014	384,115 00	10	171	235	124	182	22	21	255	-	8	5	5	33	31.10	64.10
Cummington,	1172	375,196 00	10	254	323	193	234	33	62	285	-	10	5	5	28.10	36.15	65.05
Easthampton,	1342	434,564 00	6	179	178	137	150	13	10	244	-	6	5	1	21	18	39
Enfield,	1036	450,684 00	8	210	260	180	220	20	25	290	-	8	4	4	24	24	48
Goshen,	512	178,995 00	5	100	96	77	67	18	19	103	-	5	3	1	16.10	12.05	28.15
Granby,	1095	395,537 00	8	174	240	129	191	26	13	248	-	7	3	5	27	25	52
Greenwich,	838	228,570 00	7	145	208	142	173	28	41	165	-	7	6	1	20.10	21	41.10
Hadley,	1986	904,424 00	13	282	416	260	362	26	38	427	-	10	6	7	35.05	45.15	81
Hatfield,	1073	706,290 00	8	261	258	148	207	30	27	218	-	6	2	6	25.15	27.10	53.05
Middlefield,	737	299,904 00	11	135	172	106	136	26	30	141	-	8	7	3	27.07	33.10	60.17
Northampton,	5278	2,504,144 00	26	1129	1080	714	803	92	133	1076	2	28	4	27	111.15	97.05	209
Norwich,	756	241,678 00	7	147	172	109	124	14	28	185	-	7	4	2	28	16.05	44.05
Pelham,	983	214,606 00	8	219	264	172	218	27	39	220	-	8	6	2	22.05	19.10	41.10
Plainfield,	814	286,006 00	9	179	203	132	157	23	39	185	-	9	4	5	30	26	56
Prescott,	737	253,561 00	5	118	196	93	135	22	39	163	-	4	5	-	11.10	13.05	24.15
South Hadley,	2491	663,482 00	11	368	459	261	365	38	24	382	-	10	2	9	42	44	86
Southampton,	1060	377,282 00	8	185	242	140	190	15	16	244	1	8	4	4	28	25.10	53.10
Ware,	3785	1,108,228 00	17	779	665	479	506	43	164	709	3	12	7	10	63.05	48.05	111.10
Westhampton,	602	215,719 00	9	138	157	106	120	22	22	140	-	8	6	2	26	26	52
Williamsburg,	1537	647,359 00	11	286	320	222	273	18	21	326	-	9	4	7	25.05	29.10	54.15
Worthington,	1134	443,273 00	11	261	309	184	250	30	66	291	-	11	11	-	48.10	33	81.10
Total,	35,714	13,331,240 00	238	6710	7663	4850	6050	697	1031	7530	6	217	119	120	3.06	3.04	6.10

HAMPSHIRE COUNTY—Continued.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Amherst,	$28 71	$14 41	$1600 00	-	-	-	-	1	67	$1000 00	5	122	$114 50	$123 61	Schools.
Belchertown,	24 88	14 00	1600 00	$286 60	-	-	-	-	-	-	1	35	210 00	118 07	do
Chesterfield,	15 60	7 99	600 00	129 00	$607 00	$36 42	-	-	-	-	-	-	-	50 92	do
Cummington,	24 84	11 33	700 00	-	-	-	$156 75	-	-	-	-	-	-	58 93	do
Easthampton,	20 29	12 16	500 00	338 00	-	-	-	1	185	3621 21	1	12	250 00	48 66	Town exp.
Enfield,	24 50	12 00	700 00	-	-	-	-	-	-	-	2	35	120 00	43 33	Schools.
Goshen,	18 62	11 02	300 00	152 75	-	-	-	-	-	-	-	-	-	-	-
Granby,	23 75	12 36	850 00	-	-	-	-	-	-	-	1	33	126 00	53 80	Schools.
Greenwich,	21 80	13 00	600 00	28 50	-	-	-	-	-	-	-	-	-	36 34	do
Hadley,	26 16	14 80	1300 00	25 00	8333 00	500 00	-	1	50	700 00	-	-	-	90 96	do
Hatfield,	25 00	14 00	750 00	-	-	-	113 75	-	-	-	1	10	100 00	42 50	do
Middlefield,	19 13	13 40	500 00	466 00	-	-	90 00	-	-	-	-	-	-	31 21	do
Northampton,	55 84	17 00	4800 00	197 00	3106 87	175 41	-	-	-	-	3	53	1818 00	195 88	do
Norwich,	20 19	12 00	400 00	246 00	-	-	-	-	-	-	-	-	-	37 58	do
Pelham,	20 37	10 04	400 00	162 00	-	-	-	-	-	-	-	-	-	45 17	do
Plainfield,	20 17	12 77	550 00	277 00	-	-	-	-	-	-	2	25	40 00	37 37	do
Prescott,	25 18	10 64	350 00	150 25	-	-	-	-	-	-	-	-	-	33 26	do
South Hadley,	29 17	15 75	1500 00	216 00	-	-	-	1	250	1500 00	1	25	250 00	70 43	do
Southampton,	19 75	12 35	500 00	-	-	-	160 00	1	27	163 14	-	-	-	51 33	do
Ware,	31 23	14 13	2300 00	62 00	-	-	-	-	-	-	5	50	400 00	124 02	do
Westhampton,	23 03	11 39	450 00	264 00	-	-	-	-	-	-	-	-	-	26 90	do
Williamsburg,	24 60	14 82	750 00	350 00	-	-	-	-	-	-	7	158	175 00	65 09	do
Worthington,	21 14	12 62	500 00	640 51	1878 67	110 92	146 98	-	-	-	6	-	117 00	57 08	do
Total,	24 51	12 78	22,500 00	3980 61	13,925 54	822 75	667 48	5	579	6984 35	35	558	3720 50	1442 44	

HAMPDEN COUNTY.

TOWNS.	Population. U S Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.
Blandford,	1418	$516,896 00	17	352	446	252	293	33	41	341	-	14	7	8	51.15	56	107.15
Brimfield,	1421	672,008 00	11	241	373	187	311	37	60	330	-	10	8	3	33	37	70
Chester,	1521	423,265 00	17	278	424	218	345	27	60	390	1	11	7	6	35.10	48.10	84
Chicopee,	8291	3,442,597 00	23	1563	1669	960	1251	59	130	1507	4	26	8	25	121	90.10	211.10
Granville,	1305	384,110 00	9	203	215	139	192	28	21	300	-	9	4	5	31.10	28	59.10
Holland,	449	141,897 00	4	100	96	65	60	10	5	85	-	4	2	2	11	10.10	21.10
Holyoke,	3245	1,812,854 00	13	492	471	294	328	52	37	537	1	9	5	8	48	49	97
Longmeadow,	1252	845,966 00	12	217	244	167	197	26	49	280	-	8	8	4	34.15	45	79.15
Ludlow,	1186	459,837 00	10	248	301	178	230	45	46	217	-	9	4	6	32.10	30.15	63.05
Monson,	2831	916,185 60	16	462	575	332	441	83	67	472	-	16	12	4	54.05	52.15	107
Montgomery,	393	159,691 00	5	73	93	53	71	12	22	79	-	4	4	1	16	14.10	30.10
Palmer,	3974	1,208,435 67	16	678	729	463	507	80	67	896	1	17	8	10	48.07	50.16	99.03
Russell,	521	167,528 00	6	98	118	69	75	12	9	104	-	6	2	4	22.15	20	42.15
Southwick,	1120	525,318 00	10	248	300	186	238	34	45	248	1	8	7	3	45.10	38.05	83.15
Springfield,	11,766	6,375,453 50	31	2255	2371	1436	1624	91	280	1985	5	38	10	37	162	166	328
Tolland,	594	202,555 00	4	92	91	65	68	12	-	95	-	7	3	4	19	18	37
Wales,	711	217,938 00	6	117	166	89	142	14	25	158	-	4	5	1	11	18	29
Westfield,	4181	1,563,758 50	23	748	878	579	699	55	58	847	-	21	5	18	86	82	168
W. Springfield,	2979	1,661,640 00	20	531	594	414	475	46	51	634	-	19	11	9	82.10	63	145.10
Wilbraham,	2127	923,287 50	13	413	489	294	414	30	39	474	-	13	5	8	56.15	44	100.15
Total,	51,285	22,621,220 77	266	9409	10,543	6440	7961	786	1112	9979	13	253	125	166	3.16	3.12	7.08

HAMPDEN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Blanford,	$22 50	$11 71	$700 00	$610 00	$2,700 00	$162 00	$196 16	-	-	-	1	20	$75 00	-	-
Brimfield,	22 70	13 62	1,200 00	42 00	-	-	-	-	-	-	-	-	-	$69 20	Schools.
Chester,	26 38	13 80	900 00	666 00	600 00	36 00	-	-	-	-	3	-	132 54	78 02	do
Chicopee,	48 73	17 42	7,000 00		-	-	600 00	-	-	-	-	-	-	306 97	do
Granville,	24 55	17 35	600 00	381 50	-	-	-	-	-	-	3	92	358 00	59 75	do
Holland,	15 70	11 02	200 00	72 71	222 22	13 33	-	-	-	-	-	-	-	18 68	do
Holyoke,	25 53	12 47	1,800 00	-	-	-	-	1	25	$87 50	1	30	202 50	-	-
Longmeadow,	18 74	10 30	1,250 00	-	1,131 00	-	-	-	-	-	2	32	400 00	59 55	Schools.
Ludlow,	20 23	14 55	700 00	302 82	-	-	-	-	-	-	1	12	72 00	-	-
Monson,	22 16	12 38	1,400 00	515 25	13,000 00	780 00	-	1	91	1,241 66	-	-	-	94 86	Schools.
Lontgomery,	18 13	10 52	350 00	176 00	-	-	-	-	-	-	-	-	-	15 81	do
Palmer,	24 03	14 33	1,650 00	277 50	500 00	30 00	19 50	-	-	-	2	48	58 50	-	-
Russell,	21 05	12 35	300 00	300 00	-	-	-	-	-	-	-	-	-	18 89	Schools.
Southwick,	26 90	10 25	-	412 50	15,618 01	937 08	50 00	-	-	-	-	-	-	-	-
Springfield,	47 06	16 04	10.548 44	-	6,610 67	396 64	642 00	-	-	-	3	80	-	401 01	Schools.
Tolland,	13 00	6 83	250 00	70 00	-	-	72 00	-	-	-	-	-	-	-	-
Wales,	19 18	9 71	400 00	59 53	-	-	-	-	-	-	-	-	-	27 72	Schools.
Westfield,	26 63	15 48	2,150 00	30 00	-	-	-	1	125	1,700 00	-	-	-	170 63	do
W. Springfield,	26 00	11 50	1,200 00	1109 00	13,900 00	834 00	-	-	-	-	2	-	250 00	221 14	Pay comm.
Wilbraham,	26 00	14 00	1,000 00	668 00	954 00	56 08	210 95	1	178	2,650 00	1	30	130 00	-	[&c.
Total,	24 76	12 78	33,598 00	5,692 81	55,235 90	3245 13	1790 61	4	419	5,679 16	19	344	1678 54	1,542 23	

FRANKLIN COUNTY.

TOWNS.	Population. U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											Summer.		Winter.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females	Summer. Mos. Days.	Winter. Mos Days.	Total. Mos. Days.
Ashfield,	1394	$525,901 00	15	299	379	227	293	27	88	354	-	15	8	7	45	43.05	88.05
Bernardston,	937	375,366 00	6	204	258	136	205	28	40	230	-	6	3	3	23	19.15	42.15
Buckland,	1056	227,773 00	8	178	256	165	187	22	36	231	-	8	6	5	23.05	18.10	41.15
Charlemont,	1173	361,311 00	11	225	319	189	264	26	75	284	-	9	5	5	28.05	25	53.05
Coleraine,	1785	642,893 00	19	343	545	263	417	42	113	470	-	17	4	14	53.10	59.05	112.15
Conway,	1831	679,492 00	18	358	405	275	325	49	63	420	-	17	4	14	56.03	51.07	107.10
Deerfield,	2421	1,009,306 00	16	388	439	297	352	44	66	428	-	15	6	10	49.15	50	99.15
Erving,	449	154,821 00	3	95	103	78	91	5	10	95	-	3	-	4	9.05	12.05	21.10
Gill,	754	293,207 00	6	169	204	130	166	21	30	178	-	6	3	3	22	18	40
Greenfield,	2580	1,072,889 00	10	500	574	383	459	39	60	523	1	12	6	7	50	37.05	87.05
Hawley,	881	273,212 00	10	213	264	150	221	19	64	238	-	9	6	4	25.10	30	55.10
Heath,	803	263,640 00	9	190	249	144	196	28	51	223	-	9	7	2	27	24.10	51.10
Leverett,	948	266,704 00	7	186	228	150	175	25	53	193	-	7	5	2	18.15	19.07	38.02
Leyden,	716	199,268 00	5	132	192	100	160	16	16	186	-	6	4	1	19.10	14.10	34
Monroe,	254	60,538 00	4	83	73	52	53	8	13	69	-	4	1	2	12.15	7	19.15
Montague,	1518	447,222 00	14	320	408	232	349	28	75	346	-	11	7	8	42.10	43.15	86.05
New Salem,	1253	410,657 00	12	302	348	237	265	41	57	302	-	12	6	6	33.05	33.15	67
Northfield,	1772	726,681 00	14	344	462	293	390	45	72	495	-	13	2	14	42.10	42	84.10
Orange,	1700	686,974 00	13	354	426	296	366	44	93	378	-	13	10	3	30.15	30.05	61
Rowe,	659	215,432 00	7	119	171	94	135	20	28	143	-	5	3	4	16.10	20.15	37.05
Shelburne,	1239	470,874 00	10	233	306	166	249	21	56	264	-	9	3	8	33.15	27.10	61.05
Shutesbury,	912	248,125 00	10	215	243	163	195	31	35	253	1	9	7	3	25.04	28.13	53.17
Sunderland,	792	316,442 00	7	157	219	132	193	23	50	175	-	7	3	4	20.10	20.10	41
Warwick,	1021	454,605 00	10	175	249	146	207	19	35	222	-	8	3	7	22.02	25.19	47.01
Wendell,	920	389,204 00	11	215	155	171	135	21	27	195	-	11	-	7	28.10	17.10	46
Whately,	1101	438,772 00	8	160	232	129	196	16	51	231	-	6	4	4	22.10	23	45.10
Total,	30,869	11,211,309 00	263	6157	7707	4798	6244	708	1357	7126	2	247	116	151	2.19	2.17	5.16

FRANKLIN COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board an fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Ashfield,	$18 68	$11 62	$850 00	$367 50	$944 83	$56 69	-	1	-	-	1	25	$60 00	$75 15	Schools.
Bernardston,	24 00	14 00	500 00	225 50	-	-	$43 00	1	31	$296 50	-	-	-	51 54	do
Buckland,	20 21	8 50	564 00	20 00	914 96	54 50	-	-	-	-	-	-	-	56 88	do
Charlemont,	23 07	10 82	600 00	-	800 00	-	-	-	-	-	3	40	162 00	-	-
Coleraine,	21 94	14 17	1000 00	748 00	-	-	-	-	-	-	3	65	195 00	100 20	Schools.
Conway,	20 99	12 61	980 75	548 53	-	-	-	-	-	-	2	35	199 00	78 23	do
Deerfield,	29 16	15 20	1284 00	549 00	-	-	-	1	20	240 00	2	34	669 00	87 06	do
Erving,	-	16 87	250 00	-	-	-	53 83	-	-	-	2	50	75 00	19 30	do
Gill,	25 50	13 15	500 00	264 00	-	-	-	-	-	-	-	-	-	38 81	do
Greenfield,	32 70	24 17	2050 00	350 00	-	-	-	1	6	200 00	2	50	188 00	100 61	do
Hawley,	21 00	11 17	500 00	215 00	400 00	24 00	-	-	-	-	1	25	75 00	46 61	do
Heath,	23 11	12 18	600 00	259 00	-	-	-	-	-	-	-	-	-	44 15	do
Leverett,	21 53	11 66	386 00	145 00	-	-	-	-	-	-	2	59	146 25	47 22	do
Leyden,	23 28	14 09	400 00	232 00	-	-	-	-	-	-	-	-	-	39 22	do
Monroe,	14 00	12 00	100 00	128 67	207 33	12 44	-	-	-	-	-	-	-	-	-
Montague,	27 97	13 25	1039 41	215	-	-	173 00	-	-	-	2	90	225 00	71 25	Schools.
New Salem,	24 00	13 14	1000 00	196 74	-	-	-	1	38	494 00	-	-	-	62 01	do
Northfield,	29 50	13 61	1000 00	190	400 00	-	66 00	-	-	-	2	50	225 00	74 94	do
Orange,	23 18	11 32	1000 00	12	-	-	-	-	-	-	6	150	260 00	76 59	do
Rowe,	22 00	12 80	500 00	71	200 00	12 00	-	-	-	-	-	-	-	32 03	do
Shelburne,	25 33	14 91	700 00	269 25	5000 00	-	-	1	60	800 00	-	-	-	-	-
Shutesbury,	20 54	10 64	600 00	173 70	280 00	16 80	-	-	-	-	2	50	92 00	46 20	Schools.
Sunderland,	26 08	12 36	660 00	45	-	-	-	-	-	-	2	40	120 00	36 96	do
Warwick,	19 41	13 40	712 14	-	500 00	30 00	-	-	-	-	1	5	12 00	49 48	do
Wendell,	-	11 99	400 00	123 75	690 00	41 40	-	-	-	-	1	15	39 00	39 83	do
Whately,	23 55	11 62	650 00	27 25	-	-	-	-	-	-	3	40	45 00	51 54	do
Total,	23 37	13 32	18,826 30	5375 89	10,337 12	247 83	335 83	6	155	2030 50	37	823	2787 25	1325 81	

BERKSHIRE COUNTY.

TOWNS.	Population. U.S. Census, 1850	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days	Winter. Mos. Days.	Total. Mos. Days.
Adams,	6172	$1,724,484 00	29	1188	1335	753	935	131	166	1391	-	26	13	15	104	113	217
Alford,	502	219,734 60	4	118	117	72	82	17	19	120	-	4	2	2	19.05	14	33.05
Becket,	1223	313,915 00	10	230	255	160	188	32	31	234	-	10	7	3	42.05	32.05	74.10
Cheshire,	1297	516,586 50	9	205	284	144	195	20	37	270	-	8	5	3	30.15	30.15	61.10
Clarksburg,	384	94,835 00	4	104	106	70	82	11	13	109	-	4	4	-	11.10	13.10	25
Dalton,	1029	451,247 00	6	252	252	165	187	16	22	259	-	6	3	4	25.10	18.05	43.15
Egremont,	1013	453,165 00	5	195	246	122	174	15	33	200	-	5	5	-	23.15	22.15	46.10
Florida,	561	145,049 00	6	146	180	110	130	14	40	157	-	6	5	1	18.05	15.05	33.10
Gt. Barrington,	3263	1,288,176 00	17	639	710	384	457	88	68	686	-	17	14	3	88	58.05	146.05
Hancock,	789	355,151 00	6	93	159	67	111	15	21	181	-	3	4	1	11.15	19	30.15
Hinsdale,	1253	403,324 00	7	247	256	177	216	22	23	296	-	7	3	4	28.10	25	53.10
Lanesborough,	1226	501,445 00	8	183	177	125	111	14	28	308	-	7	6	2	34	27.10	61.10
Lee,	3220	966,320 00	11	553	579	377	411	76	37	652	-	11	6	4	60.10	39.10	100
Lenox,	1599	524,500 90	7	291	285	162	201	37	18	346	-	7	7	-	35.10	24.05	59.15
Monterey,	761	227,960 00	8	172	194	128	152	27	27	187	-	8	1	8	36	31	67
Mt. Washington,	*424	93,402 00	3	89	91	46	63	12	21	100	-	3	1	2	12.15	10.05	23
New Ashford,	186	99,966 00	2	37	34	22	25	2	11	36	-	2	1	-	7	2.05	9.05
New Marlboro',	1847	495,871 00	14	318	471	213	306	42	65	392	-	10	6	8	44	51.10	95.10
Otis,	1224	319,400 00	10	215	300	173	207	36	51	234	-	9	6	4	35.10	30.15	66.05
Peru,	519	197,142 00	7	94	102	71	71	13	20	105	-	7	2	4	26	17.11	43.11
Pittsfield,	5872	2,660,744 60	22	913	954	615	681	89	85	1233	1	19	11	12	88.15	87.10	176.05
Richmond,	907	367,058 00	6	154	163	106	105	23	12	172	-	6	2	4	26.15	17.10	44.05

* Including Boston Corner.

Sandisfield,	1649	463,328 00	16	299	406	216	291	53	83	342	-	14	4	12	61.15	57.05	119
Savoy,	955	171,936 00	9	196	195	146	136	27	55	216	-	9	5	1	26.06	18.19	45.05
Sheffield,	2769	1,108,145 00	13	538	607	351	431	53	93	661	-	13	11	3	65	53.11	118.11
Stockbridge,	1940	733.871 40	10	316	381	206	272	30	23	422	1	9	7	3	43.10	42.02	85.12
Tyringham,	821	239,086 00	7	149	141	100	100	20	12	160	-	7	2	5	27.05	22.10	49.15
Washington,	953	236,195 00	8	205	185	134	131	18	27	220	-	8	4	4	29.10	22	51.10
W. Stockbridge,	1713	541,186 00	7	295	336	166	224	25	43	359	1	5	6	1	29.10	31.17	61.07
Williamstown,	2626	973 309 00	16	537	563	339	392	56	45	693	-	17	10	6	65.15	47.05	113
Windsor,	899	298,619 00	10	191	245	151	176	34	43	178	-	9	6	3	35.10	24	59.10
Total,	49,596	17,197,607 00	297	9162	10,309	6071	7243	1068	1272	10,979	3	276	169	122	4	3.09	7.09

BERKSHIRE COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Adams,	$28 09	$15 68	$2668 50	$1290 62	$3100 00	$186 00	$14 00	1	30	$280 00	6	130	$359 50	$293 00	Schools.
Alford,	21 08	12 25	250 00	230 00	-	-	-	-	-	-	1	18	100 00	20 12	do
Becket,	23 40	13 38	600 00	583 00	1200 00	84 00	70 00	-	-	-	-	-	-	53 39	Pay com. &c.
Cheshire,	15 88	10 52	600 00	418 37	-	-	-	-	-	-	1	18	300 00	-	-
Clarksburg,	19 40	11 21	200 00	192 50	350 00	21 00	-	-	-	-	-	-	-	23 61	Schools.
Dalton,	22 33	15 00	500 00	172 00	-	-	-	-	-	-	-	-	-	53 39	do
Egremont,	25 64	14 38	600 00	130 00	-	-	-	1	18	54 00	-	-	-	44 97	do
Florida,	19 08	10 08	350 00	154 17	188 82	11 32	-	-	-	-	-	-	-	29 16	do
Gt. Barrington,	19 00	9 90	1500 00	-	-	-	208 94	1	50	900 00	2	50	1200 00	151 94	do
Hancock,	21 87	13 50	365 00	180 00	200 00	12 00	-	-	-	-	2	20	75 00	41 07	do
Hinsdale,	23 08	14 54	550 00	275 00	-	-	-	1	65	950 00	-	-	-	57 49	do
Lanesborough,	20 33	12 00	600 00	529 00	3370 50	202 23	-	-	-	-	2	35	600 00	56 26	do
Lee,	24 25	14 00	1300 00	500 00	1600 00	96 00	-	-	-	-	4	70	1000 00	134 70	do
Lenox,	21 62	13 00	700 00	300 00	-	-	-	1	40	400 00	2	30	700 00	68 58	do
Monterey,	18 00	12 56	325 00	431 00	612 01	36 72	67 41	-	-	-	-	-	-	35 52	do
Mt. Washington,	18 00	12 40	150 00	185 00	100 00	6 00	-	-	-	-	-	-	-	20 53	do
New Ashford,	21 00	12 00	75 00	68 00		-	-	-	-	-	-	-	-	9 65	do
New Marlboro',	25 37	12 86	700 00	552 00		-	325 25	-	-	-	-	-	-	75 56	do
Otis,	23 00	12 21	600 00	469 80	-	-	-	-	-	-	1	18	120 00	53 99	do
Peru,	22 00	12 30	325 00	310 75	373 33	22 22	-	-	-	-	3	24	125 00	21 15	do
Pittsfield,	30 53	10 20	3600 00	214 00	-	-	-	1	100	8000 00	3	50	1580 00	225 66	do
Richmond,	21 00	13 37	300 00	274 70	-	-	-	-	-	-	-	-	-	-	-

Sandisfield,	20 80	13 35	900 00	600 00	1291 48	77 48	201 75	-	-	-	1	20	60 00	78 02	Schools.
Savoy,	19 21	11 16	324 00	219 53	1271 98	76 32	-	-	-	-	1	15	24 00	47 84	do
Sheffield,	27 78	14 31	2189 50	31 00	2000 00	120 00	130 73	-	-	-	2	30	254 00	134 29	do
Stockbridge,	21 04	9 84	1000 00	269 88	3000 00	180 00	-	1	44	683 00	3	52	880 00	92 40	do
Tyringham,	22 00	12 11	300 00	312 00	-	-	36 00	-	-	-	-	-	-	35 32	do
Washington,	22 50	14 02	400 00	391 00	-	-	-	-	-	-	-	-	-	41 07	do
W. Stockbridge,	23 00	13 46	700 00	285 38	-	-	153 24	-	-	-	2	50	181 00	76 79	do
Williamstown,	20 48	10 83	1500 00	521 50	729 98	-	-	-	-	-	2	60	1025 00	138 80	do
Windsor,	14 00	6 00	500 00	407 00	550 00	33 00	-	-	-	-	1	16	18 00	39 63	do
Total,	21 77	12 34	24,671 00	10,497 20	19,938 10	1164 29	1207 32	7	347	11,267 00	39	706	8001 50	2153 90	

NORFOLK COUNTY.

TOWNS.	Population. U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females	Males.	Females	Summer Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Bellingham,	1281	$517,797 87	9	273	313	226	237	28	40	282	-	9	4	5	25.05	27	52.05
Braintree,	2969	1,054,783 30	12	603	603	443	478	42	43	627	2	10	8	4	58.15	45.10	104.05
Brookline,	2516	5,436,854 50	6	292	283	244	238	11	75	351	2	6	2	7	36	36	72
Canton,	2598	1,387,372 75	8	489	452	354	351	50	29	550	-	9	2	6	38	31.15	69.15
Cohasset,	1775	746,872 68	8	396	425	267	312	35	44	356	1	7	2	7	99.05	27.13	126.18
Dedham,	4447	2,999,518 87	17	795	821	601	649	86	96	825	2	16	11	7	85.10	83	168.10
Dorchester,	7968	6,785,916 46	23	1332	1345	1097	1108	101	72	1528	7	24	8	23	136.10	136.10	273
Dover,	631	295,704 00	4	106	119	88	106	9	7	116	-	4	3	1	16	12.15	28.15
Foxborough,	1880	648,072 75	8	403	423	302	357	25	61	350	-	8	5	3	27.15	22.10	50.05
Franklin,	1818	648,436 00	10	343	379	253	300	49	55	370	-	11	6	4	32.10	27.10	60
Medfield,	966	459,846 00	5	160	199	138	172	12	32	175	-	4	2	3	15.15	17.10	33.05
Medway,	2778	867,176 00	10	392	544	331	431	55	46	504	-	8	6	6	28	31	59
Milton,	2241	1,733,127 00	6	422	432	273	286	29	31	427	2	5	2	5	29.10	36.15	66.05
Needham,	1944	799,789 75	9	310	400	241	293	18	73	387	-	6	5	4	27	33	60
Quincy,	5017	2,085,625 38	13	974	1019	742	782	68	42	1079	6	7	6	7	71.10	78	149.10
Randolph,	4741	1,663,428 25	12	859	815	582	594	96	72	946	1	15	9	3	74.15	40.12	115.07
Roxbury,	18373	13,613,731 50	64	4483	4119	2444	2550	425	96	3833	10	56	10	56	384	384	768
Sharon,	1128	548,452 25	6	211	252	165	203	18	16	224	-	6	4	2	23.15	18	41.15
Stoughton,	3594	1,093,296 00	13	688	672	499	494	114	60	688	1	12	9	5	60	39.10	99.10
Walpole,	1929	812,984 50	7	331	387	250	332	26	47	388	-	7	5	2	29.15	24	53.15
Weymouth,	5369	1,714,014 75	20	1084	983	779	749	73	50	987	1	17	11	9	98.10	63.10	162
Wrentham,	3037	1,121,721 00	20	642	712	528	590	86	110	661	-	20	9	11	62.15	63	125.15
Total,	79,000	47,034,521 56	290	15,588	15,697	10,847	11,612	1456	1197	15,654	35	267	129	180	5.01	4.07	9.08

NORFOLK COUNTY—Continued.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund	How appropriated.
Bellingham,	$27 22	$14 33	$800 00	$9 00	$418 16	$25 09	$140 63	-	-	-	1	30	$112 50	$52 36	Schools.
Braintree,	35 67	15 90	2200 00	-	10,100 00	600 00	-	-	-	-	2	70	1060 00	120 94	do
Brookline,	70 80	22 00	3800 00	-	-	-	-	-	-	-	4	76	910 00	70 22	Town treas.
Canton,	35 50	18 24	1700 00	-	-	-	-	-	-	-	1	15	120 00	108 21	Schools.
Cohasset,	40 04	14 33	1500 00	-	-	-	-	-	-	-	3	24	90 00	66 73	do
Dedham,	41 60	16 70	5000 00	-	1040 00	62 40	159 75	-	-	-	3	68	2800 00	159 75	do
Dorchester,	57 80	21 34	10900 00	-	13,333 33	800 00	-	-	-	-	2	40	1520 00	307 17	do
Dover,	28 67	14 38	600 00	-	-	-	-	-	-	-	-	-	-	18 48	do
Foxborough,	34 87	18 22	1300 00	-	-	-	-	-	-	-	1	50	45 00	71 04	do
Franklin,	27 50	13 85	1200 00	-	-	-	-	-	-	-	1	35	125 00	86 03	do
Medfield,	41 29	14 75	500 00	-	3760 19	225 61	-	-	-	-	-	-	-	41 89	do
Medway,	36 30	19 63	2000 00	-	200 00	12 00	-	-	-	-	8	200	400 00	101 84	do
Milton,	40 91	22 92	2300 00	-	-	-	-	1	25	$700 00	3	65	1010 00	85 62	do
Needham,	32 32	18 62	1410 00	-	1500 00	90	-	-	-	-	1	20	450 00	82 34	do
Quincy,	38 11	18 28	4000 00	60 00	1250 00	75	-	-	-	-	3	60	300 00	202 04	do
Randolph,	32 50	16 82	2500 00	-	16,000 00	548 00	-	-	-	-	4	107	870 95	181 72	do
Roxbury,	70 45	21 30	23,506 68	-	80,000 00	4800 00	-	-	-	-	33	660	14550 00	654 38	do
Sharon,	36 14	20 10	800 00	-	2713 33	157 90	91 97	-	-	-	1	25	24 00	42 71	do
Stoughton,	34 44	16 56	1800 00	50 50	-	-	216 00	-	-	-	5	161	343 60	135 52	do
Walpole,	29 75	14 72	1400 00	-	-	-	-	-	-	-	1	25	200 00	69 81	do
Weymouth,	39 00	15 00	3500 00	-	7000 00	420 00	-	-	-	-	3	-	158 00	206 77	do
Wrentham,	27 85	15 33	2250 00	-	2001 66	120 10	341 86	1	37	550 00	4	68	42 00	140 65	do
Total,	39 04	17 42	74,966 68	119 50	139,316 67	7,936 10	950 21	2	62	1250 00	84	1799	25131 05	3006 22	

BRISTOL COUNTY.

TOWNS.	Population. U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Attleborough,	4200	$1,038,000 00	25	670	826	510	669	71	85	816	1	22	10	17	74.05	101.10	175.15
Berkley,	908	261,405 00	7	141	227	100	174	21	35	227	-	4	4	3	10.01	19.10	29.11
Dartmouth,	3868	2,279,942 00	26	780	938	550	572	93	107	947	1	24	12	14	103	92.10	195.10
Dighton,	1641	517,487 00	11	322	415	243	323	24	52	342	-	10	9	2	25.15	36	61.15
Easton,	2337	707,887 00	11	518	581	392	454	48	76	570	-	11	8	2	35.10	29.15	65.05
Fairhaven,	4304	3,248,990 00	23	969	945	748	722	74	73	1030	3	24	14	13	114	114	228
Fall River,	11,522	6,091,250 00	27	2093	2558	1312	1593	221	175	2510	4	37	11	30	149.05	146.10	295.15
Freetown,	1615	565,096 00	12	140	412	101	284	23	60	383	1	4	9	2	19.10	32.05	51.15
Mansfield,	1789	378,902 00	8	334	379	255	278	37	46	376	-	7	4	4	20	23.05	43.05
New, Bedford,	16,464	14,489,266 00	29	2962	2946	2191	2124	255	166	3209	7	53	7	53	145	145	290
Norton,	1967	714,021 00	9	386	427	295	323	30	35	445	-	8	7	2	25.15	29.15	55.10
Pawtucket,	3753	916,587 00	10	1209	1167	985	859	194	23	893	2	16	2	16	45.08	43.07	88.15
Raynham,	1541	514,908 00	7	288	381	231	298	32	32	340	-	7	5	2	19	21	40
Rehoboth,	2103	689,206 00	15	328	476	238	370	37	89	454	-	12	10	7	40.05	45.10	85.15
Seekonk,	2244	695,324 00	14	397	496	314	375	56	49	480	-	13	8	5	43.10	46	89.10
Somerset,	1166	463,495 00	5	89	259	55	201	12	43	227	-	2	4	1	7	18	25
Swanzey,	1554	544,232 00	10	121	312	85	228	16	49	280	-	4	8	2	15	33.10	48.10
Taunton,	10,431	3,701,472 00	40	1768	2263	1259	1639	202	279	2294	6	42	26	21	149.05	139	288.05
Westport,	2795	1,451,080 00	20	575	650	404	482	67	73	675	1	18	14	6	77.05	60.10	137.15
Total,	76,207	39,243,560 00	309	14,090	16,658	10,268	11,968	1513	1547	16,498	26	318	172	202	3.12	3.16	7.08

BRISTOL COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars	Aggregate paid for Tuition.	Number of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Attleborough,	$29 40	$17 92	$3,281 40	166 00	12000 00	$720 00	-	-	-	-	2	33	$123 00	$159 34	Schools.
Berkley,	23 88	16 55	500 00	60 00	-	-	-	-	-	-	-	-	-	41 07	do
Dartmouth,	24 35	13 76	2500 00	727 00	-	-	-	-	-	-	7	22	450 00	193 83	do
Dighton,	25 31	15 21	1000 00	308 43	-	-	$170 35	-	-	-	-	-	-	68 78	do
Easton,	29 37	16 55	1500 00	90 00	-	-	114 57	-	-	-	-	-	-	114 57	do
Fairhaven,	33 13	15 77	5500 00	-	-	-	-	-	-	-	4	60	-	218 06	do
Fall River,	52 29	18 07	11,000 00	-	-	-	-	-	-	-	12	180	1500 00	-	-
Freetown,	25 70	12 94	1000 00	25 00	-	-	-	-	-	-	4	75	250 00	71 45	Schools.
Mansfield,	30 80	16 47	888 36	65 00	1000 00	60 00	-	-	-	-	2	38	500 00	76 18	do
New Bedford,	73 18	16 76	16,715 36	-	12000 00	700 00	-	1	70	$2200 00	23	662	6185 00	616 60	do
Norton,	27 17	16 44	1200 00	-	-	-	-	1	64	1800 00	3	20	40 00	83 77	do
Pawtucket,	50 00	15 00	2750 00	-	-	-	-	-	-	-	-	-	-	185 82	do
Raynham,	31 67	16 00	900 00	-	-	-	-	-	-	-	7	146	339 37	68 17	do
Rehoboth,	24 86	13 67	900 00	398 50	366 33	22 00	139 35	-	-	-	4	75	83 00	92 40	do
Seekonk,	27 33	13 55	1200 00	226 00	-	104 22	242 00	-	-	-	1	35	700 00	104 72	do
Somerset,	29 25	14 00	600 00	18 00	-	-	-	-	-	-	2	60	150 00	48 87	do
Swanzey,	25 27	12 65	600 00	373 18	-	-	-	-	-	-	-	-	-	56 47	do
Taunton,	36 87	16 96	8800 00	50 00	16400 00	950 00	-	1	116	2000 00	12	300	1800 00	436 94	do
Westport,	28 34	13 05	1500 00	800 00	-	-	284 20	-	-	-	1	25	75 00	-	-
Total,	33 06	15 33	62,335 12	3307 11	44766 33	2556 22	950 47	3	250	6000 00	84	1731	12195 37	2637 04	

PLYMOUTH COUNTY.

TOWNS.	Population U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days.	Total. Mos. Days.
Abington,	5269	$1,466,878 00	16	995	933	723	676	78	75	1012	2	14	7	7	56.05	26.10	82.15
Bridgewater,	2790	1,222,351 00	14	494	549	373	437	63	62	516	-	14	10	4	59.10	45	104.10
Carver,	1186	347,995 00	6	267	285	203	218	16	37	286	-	6	6	-	26	19	45
Duxbury,	2679	1,076,363 00	13	464	539	370	439	55	34	587	2	11	9	4	62	48	110
E. Bridgewater,	2545	814,600 00	10	415	447	323	354	44	42	472	-	10	8	1	32.15	23.10	56.05
Halifax,	784	255,884 00	10	152	161	113	130	25	33	154	-	5	5	-	13	15	28
Hanover,	1592	550,089 00	8	338	341	220	252	18	45	361	-	8	5	3	47	28.03	75.03
Hanson,	1217	376,786 00	9	240	289	175	201	24	39	243	-	8	6	3	24.10	21.10	46
Hingham,	3980	1,570,886 00	12	666	659	460	493	57	21	747	4	8	5	7	72	70	142
Hull,	253	117,823 00	1	44	50	24	31	4	3	61	-	1	1	-	6	3	9
Kingston,	1591	853,645 00	7	265	348	195	271	35	54	279	1	7	6	1	34.05	28.10	62.15
Marshfield,	1837	643,191 00	9	354	409	265	321	38	54	404	-	-	4	6	37	34.13	71.13
Middleborough,	5336	1,603,928 00	39	1059	1280	768	937	125	225	1001	2	36	32	5	147.02	115.02	262.04
N. Bridgewater,	3940	1,043,150 00	16	764	850	561	643	74	93	867	1	14	12	6	53.15	43.10	97.05
Pembroke,	1388	440,917 00	8	263	303	186	214	36	38	278	-	8	5	3	35.04	26.10	61.14
Plymouth,	6025	2,473,123 00	33	1273	1269	1012	1002	64	94	1337	4	33	13	19	159.15	144.10	304.05
Plympton,	927	330,503 00	6	173	223	120	155	14	24	220	-	6	5	1	26.15	21	47.15
Rochester,	3808	1,181,629 00	25	371	920	268	590	59	153	995	-	15	13	11	54	79.10	133.10
Scituate,	2149	664,955 00	12	470	550	353	455	59	68	479	1	12	7	5	67	41.15	108.15
South Scituate,	1770	747,414 00	9	355	395	246	295	35	46	370	-	9	6	3	53.15	36.05	90
Wareham,	3186	901,603 00	11	609	645	430	594	62	73	744	-	12	10	4	55.15	42.10	98.05
W. Bridgewater,	1447	516,955 00	7	277	319	214	236	27	57	303	-	7	6	1	25.15	18	43.15
Total,	55,699	19,200,668 00	281	10,308	11,764	7602	8944	1012	1370	11,716	17	244	181	94	4.02	3.06	7.08

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Abington,	$40 25	$20 14	$3000 00	-	-	-	-	-	-	-	3	72	$250 00	$200 40	Schools.
Bridgewater,	30 10	16 13	2000 00	-	$300 00	-	-	1	51	$878 64	-	-	-	100 20	do
Carver,*	32 00	12 00	650 00	*	-	-	-	-	-	-	-	-	-	*57 08	No return.
Duxbury,	32 00	14 00	2100 00	-	18500 00	$1110 00	$296 00	1	93	127 00	-	-	-	120 53	Schools.
E. Bridgewater,	35 39	16 55	1500 00	$55 50	-	-	-	-	-	-	2	60	753 42	93 01	Apparatus.
Halifax,	27 45	13 00	384 00	108 00	-	-	87 50	-	-	-	-	-	-	28 75	Schools.
Hanover,	26 25	13 60	1250 00	-	-	-	-	-	-	-	1	25	400 00	79 87	do
Hanson,	27 52	13 25	800 00	-	-	-	-	-	-	-	-	-	-	51 33	do
Hingham,	33 33	15 11	3314 00	-	5000 00	250 00	-	1	75	975 00	3	75	648 00	146 40	Town treas.
Hull,	32 68	14 00	230 00	-	-	-	-	-	-	-	-	-	-	8 42	Schools.
Kingston,	35 15	16 84	1600 00	-	-	-	-	-	-	-	1	25	500 00	58 11	do
Marshfield,	30 84	14 22	1300 00	-	-	-	-	-	-	-	2	50	45 00	84 80	do
Middleborough,	26 43	13 46	4000 00	808 00	-	-	-	1	90	1600 00	1	20	80 00	221 14	do
N. Bridgewater,	30 20	15 40	2000 00	81 00	295 60	17 73	276 20	1	50	800 00	1	15	80 00	164 67	do
Pembroke,	28 74	13 53	1000 00	-	-	-	144 00	-	-	-	1	6	120 00	58 52	do
Plymouth,	41 91	16 42	7000 00	104 65	-	-	-	-	-	-	5	121	1000 50	268 37	do
Plympton,	25 65	13 66	600 00	288 60	-	-	-	-	-	-	2	52	70 00	36 34	do
Rochester,	29 00	14 43	2500 00	302 00	-	-	-	-	-	-	14	308	1008 00	183 36	do
Scituate,	35 40	12 62	2000 00	125 00	-	-	-	-	-	-	-	-	-	93 63	do
South Scituate,	30 28	14 40	1700 00	-	-	-	-	-	-	-	1	27	110 00	86 65	do
Wareham,	34 50	15 12	2300 00	-	-	-	-	-	-	-	-	-	-	143 52	do
W. Bridgewater,	31 18	15 36	1000 00	-	-	-	-	-	-	-	3	85	125 00	56 47	do
Total,	31 65	14 69	42,228 00	1872 75	24095 60	1377 73	803 70	5	359	4380 64	40	941	5189 92	2341 57	

* Returns deficient.

BARNSTABLE COUNTY.

TOWNS.	Population U S.Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer.	Winter.	Total.
															Mos. Days.	Mos. Days.	Mos. Days.
Barnstable,	*5004	$1,522,871 00	28	616	1119	471	922	53	155	1220	2	15	19	14	64	110.10	174.10
Brewster,	1526	334,827 45	6	264	340	183	257	11	63	375	-	9	5	1	31.10	21	52.10
Chatham,	2440	484,718 25	13	467	529	308	380	73	82	541	-	13	10	3	75	37	112
Dennis,	3257	798,934 14	16	764	799	499	625	79	120	770	1	15	12	4	104	48.10	152.10
Eastham,	845	185,714 50	5	161	274	119	215	17	68	194	-	5	5	-	19	15.05	34.05
Falmouth,	2519	954,466 75	20	464	573	351	491	44	128	608	-	17	12	6	62.10	55	117.10
Harwich,	3258	524,699 75	18	816	1003	505	702	130	208	892	-	16	14	4	87.15	51.10	139 05
Orleans,	1848	325,576 30	10	407	-	310	414	25	91	450	-	10	10	-	42.10	31	73.10
Provincetown,	3157	1,043,135 00	7	-	656	-	547	28	120	566	-	-	4	10	-	69.15	69.15
Sandwich,	4368	1,314,391 15	24	487	1054	386	838	82	174	1132	-	13	16	8	41.15	89.15	131.10
Truro,	2051	367,199 50	11	243	403	183	330	18	72	513	-	8	10	-	25.05	22.05	47.10
Wellfleet,	2411	294,228 00	10	451	619	289	456	32	141	544	-	11	10	2	54.10	30	84.10
Yarmouth,	2595	746,587 95	14	440	603	346	478	45	123	577	-	14	11	3	62	38.05	100.05
Total,	35,279	8,897,349 74	182	5580	7972	3950	6655	637	1545	8382	3	146	138	55	3.10	3.09	6.19

* Including Marshpee District.

BARNSTABLE COUNTY—Continued.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Barnstable,	$36 57	$15 99	$4000 00	$50 00	-	-	$373 00	-	-	-	2	70	$1720 00	$229 76	Schools.
Brewster,	32 59	12 84	1000 00	146 00	-	-	-	-	-	-	1	-	515 00	74 33	do
Chatham,	33 96	11 73	1400 00	428 69	-	-	-	-	-	-	1	57	700 00	109 65	do
Dennis,	28 79	10 91	1200 00	1387 00	-	-	-	-	-	-	2	45	219 00	152 35	do
Eastham,	27 75	10 33	500 00	60 00	-	-	50 00	-	-	-	1	6	70 00	38 19	do
Falmouth,	29 96	13 61	1200 00	719 00	-	-	318 00	1	72	$785 00	8	144	225 00	109 44	do
Harwich,	29 19	11 18	1600 00	679 87	-	-	-	1	44	650 00	-	-	-	187 88	do
Orleans,	26 90	9 43	1100 00	126 37	$400 00	$24 00	-	-	-	-	8	105	800 00	91 37	do
Provincetown,	38 75	12 67	2155 00	-	-	-	-	-	-	-	3	60	360 00	112 93	do
Sandwich,	35 32	16 63	3448 72	320 00	3000 00	180 00	251 40	1	-	-	8	70	320 00	197 32	do
Truro,	28	17 87	850 00	383 00	-	-	-	1	40	480 00	1	35	100 00	111 91	do
Wellfleet,	35 45	16 71	1000 00	894 20	-	-	80 00	-	-	-	1	60	725 00	114 16	do
Yarmouth,	27 91	12 51	1600 00	131 00	-	-	-	1	35	200 00	1	30	350 00	112 93	do
Total,	32 40	13 26	21,053 72	5325 13	3,400 00	204 00	1072 40	5	191	2115 00	37	682	6104 00	1642 22	

DUKES COUNTY.

TOWNS.	Population. U.S Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the town.	NUMBER OF TEACHERS.				AGGREGATE LENGTH OF THE SCHOOLS.		
											SUMMER.		WINTER.				
				In Summer.	In Winter.	In Summer.	In Winter.				Males.	Females.	Males.	Females.	Summer. Mos. Days.	Winter. Mos. Days	Total. Mos. Days.
Chilmark,	747	$471,365 00	4	-	168	-	133	6	36	137	-	-	3	1	-	15.10	15.10
Edgartown,	1803	670,834 00	9	-	415	-	329	5	66	414	-	-	5	9	-	52.10	52.10
Tisbury,	1990	555,806 00	9	-	427	-	362	20	34	416	-	-	3	11	-	54.15	54.15
Total,	4540	$1,698,005 00	22	-	1010	-	824	31	136	967	-	-	11	21	-	5.12	5.12

NANTUCKET COUNTY.

Nantucket,	8452	$4,595,362 00	15	1413	1326	1068	1041	-	155	1722	5	28	5	27	81	84	165
															5.8	5.12	11

DUKES COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Chilmark,	$30 00	$13 00	$400 00	-	-	-	-	-	-	-	5	77	$150 62	$31 62	Schools.
Edgartown,	31 36	13 04	1400 00	-	-	-	-	-	-	-	7	160	388 00	86 24	do
Tisbury,	34 25	13 05	1200 00	-	-	-	-	1	40	$200 00	4	-	280 00	81 31	do
Total,	31 87	13 03	3000 00	-	-	-	-	1	40	200 00	16	237	818 62	199 17	

NANTUCKET COUNTY—CONTINUED.

TOWNS.	Average wages of Male Teachers per month, including the value of board.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.	How appropriated.
Nantucket,	$62 60	$18 22	$9704 98	-	-	-	-	1	-	-	17	425	$5000 00	$347 42	Schools.

RECAPITULATION.

COUNTIES.	Population. U.S. Census, 1850.	Valuation—1850.	No. of Public Schools.	No. of Scholars of all ages in all the Schools.		Average attendance in all the Schools.		No. of persons under 5 years of age who attend School.	No. over 15 years of age who attend School.	No. of persons between 5 and 15 years of age in the county.	No. of Teachers, including Summer and Winter terms.		Average length of the Schools.	Average wages of Male Teachers per month, including the value of board.
				In Summer.	In Winter.	In Summer	In Winter.				Males.	Females.	Mos. Days.	
Suffolk,	144,520	$217,587,172 00	239	22,431	23,208	17,988	18,642	1817	579	25,597	150	668	10	$77 15
Essex,	131,307	56,556,466 89	402	22,837	23,986	18,627	18,996	2248	1766	26,044	259	654	8.14	37 65
Middlesex,	161,385	83,264,719 50	533	32,283	33,088	22,255	24,096	3127	3434	29,688	353	882	8.08	38 23
Worcester,	130,817	55,497,794 00	650	24,829	28,498	17,658	22,308	2657	4395	23,554	395	924	6	30 03
Hampshire,	35,714	13,331,240 00	238	6,710	7,663	4,850	6,050	697	1031	7,530	125	337	6.10	24 51
Hampden,	51,285	22,621,220 77	266	9,409	10,543	6,440	7,961	786	1112	9,979	138	419	7.08	24 76
Franklin,	30,869	11,211,309 00	263	6,157	7,707	4,798	6,244	708	1357	7,126	118	398	5.16	23 37
Berkshire,	49,596	17,197,607 00	297	9,162	10,309	6,071	7,243	1068	1272	10,979	172	398	7.09	21 77
Norfolk,	79,000	47,034,521 56	290	15,588	15,697	10,847	11,612	1456	1197	15,654	164	447	9.08	39 04
Bristol,	76,202	39,243,560 00	309	14,090	16,658	10,268	11,968	1513	1547	16,498	198	520	7.08	33 06
Plymouth,	55,699	19,200,668 00	281	10,308	11,764	7,602	8,944	1012	1370	11,716	198	338	7.08	31 65
Barnstable,	35,279	8,897,349 74	182	5,580	7,972	3,950	6,655	637	1545	8,382	141	201	6.19	32 40
Dukes,	4,540	1,698,005 00	22	-	1,010	-	824	31	136	967	11	21	5.12	31 87
Nantucket,	8,452	4,595,362 00	15	1,413	1,326	1,068	1,041	-	155	1,722	10	55	11	62 60
Totals,	994,665	$597,936,995 46	3987	179,497	199,429	132,422	152,564	17,757	20,996	196,536	2432	6262	7.14	$36 29

RECAPITULATION—CONTINUED.

COUNTIES.	Average wages of Female Teachers per month, including the value of board.	Amount of money raised by taxes for the support of Schools, including only the wages of teachers, board and fuel.	Amount of board and fuel, if any, contributed for Public Schools.	Am't of School Funds, the income of which can be appropriated only for the support of schools.	Income from same.	Income of Funds, as of Surplus Revenue, appropriated to schools, that may be so appropriated or not.	Number of incorporated Academies.	Average No. of Scholars.	Aggregate paid for Tuition.	No. of unincorporated Academies and Private Schools.	Average No. of Scholars.	Aggregate paid for Tuition.	Town's share of School Fund.
Suffolk,	$24 84	$253,734 22	-	8,000 00	$450 00	-	-	-	-	63	1835	133,500 00	$5,219 26
Essex,	14 81	105,483 72	$188 34	59,435 00	3,156 38	$672 94	10	559	$8,035 00	124	2770	26,874 25	5,271 83
Middlesex,	16 25	158,426 89	739 00	25,983 19	1,568 58	389 72	11	647	11,492 00	83	1577	22,358 38	5,054 38
Worcester,	14 43	85,310 90	2,553 73	26,735 60	1,644 15	1,257 08	9	546	6,179 00	107	2230	12,952 94	5,187 02
Hampshire,	12 78	22,500 00	3,980 61	13,925 54	822 75	667 48	5	579	6,984 35	35	558	3,720 50	1,442 44
Hampden,	12 78	33,598 00	5,692 81	55,235 90	3,245 13	1,790 61	4	419	5,679 16	19	344	1,678 54	1,542 23
Franklin,	13 32	18,826 30	5,375 89	10,337 12	247 83	335 83	6	155	2,030 50	37	823	2,787 25	1,325 81
Berkshire,	12 34	24,671 00	10,497 20	19,938 10	1,164 29	1,207 32	7	347	11,267 00	39	706	8,001 50	2,153 90
Norfolk,	17 42	74,966 68	119 50	139,316 67	7,936 10	950 21	2	62	1,250 00	84	1799	25,131 05	3,006 22
Bristol,	15 33	62,335 12	3,307 11	44,766 33	2,556 22	950 47	3	250	6,000 00	84	1731	12,195 37	2,637 04
Plymouth,	14 69	42,228 00	1,872 75	24,095 60	1,377 73	803 70	5	359	4,380 64	40	941	5,189 92	2,341 57
Barnstable,	13 26	21,053 72	5,325 13	3,400 00	204 00	1,072 40	5	191	2,115 00	37	682	6,104 00	1,642 22
Dukes,	13 03	3,000 00	-	-	-	-	1	40	200 00	16	237	818 62	199 17
Nantucket,	18 22	9,704 98	-	-	-	-	1	-	-	17	425	5,000 00	347 42
Totals,	15 25	915,839 53	39,652 07	431,169 05	24,375 16	9,997 76	69	4154	65,612 65	785	16,658	266,312 32	37,370 51

The following Table shows the sums appropriated by the several cities and towns for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools is not included. Such an appropriation of their income, as it is essential to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any fund to its Public Schools which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account, the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other, *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are requested, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts, or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

It will be seen that the counties of Hampshire, Hampden, Franklin, Berkshire, Bristol and Barnstable are much more liberal in voluntary contributions than the other counties in the state. These contributions, to a great extent, especially in the western counties, are of board and fuel. Custom has rendered them, in a commendable degree, uniform and reliable, and they are an important addition to the means of sustaining the Public Schools. If their precise value was ascertained and returned like the means furnished by taxation, and if their amount was included in the sum divided by the number of children between 5 and 15, most of the towns in those counties would hold a high rank in the scale.

The Table exhibits the rank of each city or town in the State in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns, for the year 1850–51; also its rank in a similar scale for 1849–50. It presents the sum appropriated to each child between 5 and 15. Brookline, which was No. 1 last year, also stands highest upon the list the present year; and Boston is No. 2 this year, as it was last year.

A GRADUATED TABLE,

Showing the Comparative Amount of Money appropriated, by the different towns in the State, for the education of each child in the town between the ages of 5 *and* 15 *years.*

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplu Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BROOKLINE,*	$10 82.6	$3,800 00	-	-	351	-
2	2	Boston,*	10 10	245,184 22	-	-	24,275	-
8	3	Brighton,	8 70.6	3,500 00	-	-	402	-
3	4	Charlestown,	8 14.1	25,000 00	-	-	3071	-
	5	Winchester,†	8 10.8	1,500 00	-	-	185	-
16	6	Somerville,	7 88.7	5,300 00	-	-	672	-
6	7	North Chelsea,	7 50	1,200 00	-	-	160	-
5	8	Dorchester,	7 13.4	10,900 00	-	-	1528	-
19	9	Lawrence,	6 89.7	7,772 49	-	-	1127	-
11	10	Cambridge,	6 87.7	20,831 04	-	-	3029	-
17	11	Waltham,	6 83.5	4,600 00	-	-	673	-
4	12	Concord,	6 63.1	2,500 00	-	-	377	-
36	13	Salem,	6 47.5	19,392 26	-	-	2995	-
12	14	Lowell,	6 43.6	34,850 00	-	-	5415	-
7	15	W. Cambridge,	6 35.5	2,275 00	-	-	358	-
14	16	Chelsea,	6 32.5	7,350 00	-	-	1162	-
13	17	Dedham,	6 25.4	5,000 00	159 75	$5159 75	825	-
10	18	Roxbury,	6 13.3	23,506 68	-	-	3833	-
25	19	Watertown,	6 01.2	3,000 00	-	-	499	-
9	20	Medford,	5 99.3	3,680 00	-	-	614	-
38	21	Lexington,	5 86.5	2,000 00	-	-	341	$75 00
18	22	Kingston,	5 73.5	1,600 00	-	-	279	-
28	23	Springfield,	5 63.7	10,548 44	642 00	11190 44	1985	-
21	24	Nantucket,	5 63.6	9,704 98	-	-	1722	-
20	25	Worcester,	5 56.6	15,450 00	-	-	2776	-
22	26	Milton,	5 38.6	2,300 00	-	-	427	-
40	27	Bedford,	5 37.7	800 00	92 63	892 63	166	-
35	28	Fairhaven,	5 34	5,500 00	-	-	1030	-
26	29	Lancaster,	5 26.3	1,800 00	-	-	342	-
27	30	Plymouth,	5 23.6	7,000 00	-	-	1337	104 65
24	31	New Bedford,	5 20.9	16,715 36	-	-	3209	-
51	32	Lynn,	5 18	15,031 91	-	-	2902	-

* Brookline and Boston have had the first rank in this Table for several years. The large amount of capital concentrated in these places enables them to hold this precedence with little or no burden to themselves. If compared with other cities and towns, in respect to the ratio of their appropriations for schools to their taxable property, they would fall below a large number of towns. The amount appropriated by Brookline, for example, in proportion to its last valuation, is a much smaller fraction of one per cent. than is appropriated by many of the small and interior towns of the state.

† A newly-incorporated town.

For 1849-50.	For 1850 51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
15	33	Dover,	$5 17.2	$600 00	-	-	116	
48	34	Danvers,	5 06.6	8698 50	-	-	1717	-
30	35	Chicopee,	5 04.3	7000 00	$600 00	$7600 00	1507	-
46	36	Newton,	4 98.5	5000 00	-	-	1003	$270 00
39	37	Lincoln,	4 96.3	670 00	-	-	135	13 50
23	38	Boxborough,	4 93.8	400 00	-	-	81	-
77	39	Carlisle,	4 90.5	500 00	15 00	515 00	105	24 00
31	40	Weston,	4 86.7	1100 00	-	-	226	-
37	41	Fitchburg,	4 73.4	4000 00	-	-	845	-
	42	Clinton,*	4 66.2	2000 00	-	-	429	-
122	43	Douglas,	4 65.8	1500 00	144 28	1644 28	353	-
97	44	South Scituate,	4 59.5	1700 00	-	-	370	-
149	45	Westford,	4 52.8	1200 00	-	-	265	-
29	46	New Braintree,	4 52	800 00	-	-	177	-
53	47	Littleton,	4 47.7	900 00	-	-	201	-
52	48	Longmeadow,	4 46.4	1250 00	-	-	280	-
59	49	Woburn,	4 46.3	3200 00	-	-	717	-
34	50	Northampton,	4 46.1	4800 00	-	-	1076	197 00
41	51	Hingham,	4 43.6	3314 00	-	-	747	-
71	52	Montgomery,	4 43	350 00	-	-	79	176 00
47	53	Fall River,	4 38.2	11000 00	-	-	2510	-
67	54	Bolton,	4 37.7	1057 90	154 59	1212 49	277	50 00
33	55	South Reading,	4 35.8	1800 00	-	-	413	-
108	56	Essex,	4 33.3	1300 00	-	-	300	-
45	57	Sherburne,	4 32.2	925 00	-	-	214	-
54	58	Billerica,	4 27.4	1500 00	-	-	351	-
43	59	Ashby,	4 22.5	900 00	-	-	213	-
82	60	Cohasset,	4 21.3	1500 00	-	-	356	-
72	61	Middlefield,	4 18.5	500 00	90 00	590 00	141	466 00
68	62	Scituate,	4 17.5	2000 00	-	-	479	125 00
63	63	Pembroke,	4 11.5	1000 00	144 00	1144 00	278	-
56	64	Haverhill,	4 11.2	4500 00	521 17	5021 17	1221	-
69	65	Duxbury,	4 08.2	2100 00	296 00	2396 00	587	-
123	66	Burlington,	4 07.9	300 00	58 93	358 93	88	-
142	67	Harvard,	4 03.9	1200 00	36 00	1236 00	306	-
112	68	Attleborough,	4 02.1	3281 40	-	-	816	166 00
70	69	Wayland,	4 00	900 00	-	-	225	-
80	70	Middleborough,	3 99.6	4000 00	-	-	1001	808 00
44	71	Sharon,	3 98.2	800 00	91 97	891 97	224	-
55	72	Paxton,	3 97.3	600 00	-	-	151	-
158	73	Medway,	3 96.8	2000 00	-	-	504	-
58	74	Hatfield,	3 96.2	750 00	113 75	863 75	218	-
199	75	Webster,	3 95.3	2000 00	-	-	506	-
92	76	Hardwick,	3 94.8	1200 00	12 00	1212 00	307	-
175	77	South Hadley,	3 92.7	1500 00	-	-	382	216 00
94	78	Wrentham,	3 92.1	2250 00	341 86	2591 86	661	-
57	79	Greenfield,	3 92	2050 00	-	-	523	350 00
62	80	Bridgewater,	3 87.6	2000 00	-	-	516	-
61	81	Dunstable,	3 84.6	450 00	-	-	117	26 00
89	82	Malden,	3 84.2	2550 86	-	-	664	-
65	83	Taunton,	3 83.6	8800 00	-	-	2294	50 00
42	84	Provincetown,	3 80.7	2155 00	-	-	566	-

* A newly-incorporated town.

For 1849 50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
75	85	Sunderland,	$3 77.1	$660 00	-	-	175	$45 00
32	86	Hull,	3 77	230 00	-	-	61	-
85	87	Shirley,	3 75.6	800 00	-	-	213	46 00
102	88	Foxborough,	3 71.4	1300 00	-	-	350	-
74	89	Quincy,	3 70.7	4000 00	-	-	1079	60 00
98	90	Boxford,	3 69.8	700 00	$61 77	$761 77	206	-
283	91	Tyngsborough,	3 68.4	700 00	-	-	190	30 00
215	92	Athol,	3 67.8	1600 00	-	-	435	24 00
172	93	Hamilton,	3 67.6	500 00	-	-	136	75 00
182	94	Charlton,	3 66.5	1400 00	-	-	382	70 00
	95	Melrose,*	3 65	949 00	-	-	260	-
200	96	Needham,	3 64.3	1410 00	-	-	387	-
109	97	Greenwich,	3 63.6	600 00	-	-	165	28 50
95	98	Brimfield,	3 63.6	1200 00	-	-	330	42 00
50	99	Walpole,	3 60.8	1400 00	-	-	388	-
118	100	Royalston,	3 59.3	1200 00	-	-	334	8 00
90	101	Barnstable,	3 58.4	4000 00	373 00	4373 00	1220	50 00
155	102	Ipswich,	3 58.2	2500 00	-	-	698	-
133	103	Lunenburg,	3 55.9	1000 00	-	-	281	-
66	104	Brookfield,	3 55	1200 00	-	-	338	24 00
101	105	Weymouth,	3 54.7	3500 00	-	-	987	-
148	106	Chelmsford,	3 52.9	1500 00	-	-	425	67 50
177	107	N. Brookfield,	3 52.9	1500 00	-	-	425	-
121	108	Sheffield,	3 51	2189 50	130 73	2320 23	661	31 00
79	109	Braintree,	3 50.9	2200 00	-	-	627	-
84	110	Reading,	3 50.9	2000 00	-	-	579	-
100	111	Montague,	3 50.4	1039 41	173 00	1212 41	346	215 00
81	112	Rockport,	3 49.7	2500 00	-	-	715	30 00
107	113	Amesbury,	3 49.7	2000 00	-	-	572	-
129	114	Rowe,	3 49.6	500 00	-	-	143	71 00
162	115	Tewksbury,	3 47.8	800 00	-	-	230	-
88	116	Mendon,	3 47.4	800 00	124 06	924 06	266	-
128	117	Hanover,	3 46.3	1250 00	-	-	361	-
189	118	Leominster,	3 44.8	1900 00	-	-	551	-
76	119	Newbury,	3 43.5	3500 00	-	-	1019	-
125	120	Granby,	3 42.7	850 00	-	-	248	-
99	121	Dighton,	3 42.2	1000 00	170 35	1170 35	342	308 43
64	122	Newburyport,	3 41.9	6751 61	-	-	1975	-
86	123	Tolland,	3 38.9	250 00	72 00	322 00	95	70 00
150	124	Framingham,	3 38.3	2700 00	-	-	798	-
114	125	Edgartown,	3 38.2	1400 00	-	-	414	-
174	126	Oakham,	3 38.1	700 00	-	-	207	18 00
115	127	Petersham,	3 38	1200 00	-	-	355	-
	128	Holyoke,*	3 35.2	1800 00	-	-	537	-
83	129	Bellingham,	3 33.6	800 00	140 63	940 63	282	9 00
60	130	Manchester,	3 33.3	1200 00	-	-	360	-
166	131	New Salem,	3 31.1	1000 00	-	-	302	196 74
104	132	Barre,	3 30.6	2000 00	-	-	605	50 02
87	133	W.Bridgewat'r,	3 30	1000 00	-	-	303	-
130	134	Hanson,	3 29.2	800 00	-	-	243	-
165	135	Princeton,	3 28.9	1000 00	-	-	304	-

* A newly-incorporated town.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
192	136	Sandwich,	$3 26.9	$3448 72	$251 40	$3700 12	1132	$320 00
120	137	Ware,	3 24.4	2300 00	-	-	709	62 00
183	138	Franklin,	3 24.3	1200 00	-	-	370	-
161	139	Ashland,	3 23.1	950 00	-	-	294	22 00
49	140	Ludlow,	3 22.6	700 00	-	-	217	312 82
113	141	Gloucester,	3 22.2	5600 00	-	-	1738	-
138	142	Marshfield,	3 21.8	1300 00	-	-	404	-
103	143	W. Brookfield,	3 21.4	900 00	-	-	280	-
105	144	Westhampton,	3 21.4	450 00	-	-	140	264 00
139	145	Berlin,	3 21.1	500 00	36 22	536 22	167	-
179	146	Warwick,	3 20.8	712 14	-	-	222	-
127	147	Erving,	3 19.8	250 00	53 83	303 83	95	-
134	148	Saugus,	3 19.4	1070 00	-	-	335	20 00
164	149	Ashburnham,	3 18.2	1400 00	-	-	440	50 00
234	150	Georgetown,	3 18.1	1300 00	90 00	1390 00	437	-
119	151	E. Bridgewater,	3 17.8	1500 00	-	-	472	55 50
111	152	Holliston,	3 17.6	1550 00	-	-	488	-
141	153	Acton,	3 17	1100 00	-	-	347	-
146	154	Uxbridge,	3 15.5	1200 00	314 25	1514 25	480	40 00
222	155	Southborough,	3 12.5	900 00	-	-	288	-
143	156	Upton,	3 11.7	1200 00	-	-	385	-
178	157	Peru,	3 09.5	325 00	-	-	105	310 75
224	158	Wareham,	3 09.1	2300 00	-	-	744	-
154	159	Canton,	3 09.1	1700 00	-	-	550	-
170	160	Methuen,	3 09.1	1700 00	-	-	550	-
201	161	Pawtucket,	3 08	2750 00	-	-	893	-
147	162	Winchendon,	3 06.7	1500 00	-	-	489	-
91	163	Halifax,	3 06.2	384 00	87 50	471 50	154	108 00
140	164	Phillipston,	3 04.6	600 00	-	-	197	-
171	165	Hadley,	3 04.4	1300 00	-	-	427	25 00
152	166	Templeton,	3 03.7	1300 00	-	-	428	-
176	167	Sterling,	3 02.3	1300 00	-	-	430	-
208	168	Groton,	3 01	1800 00	-	-	598	20 00
168	169	Cummington,	3 00.6	700 00	156 75	856 75	285	-
190	170	Seekonk,	3 00.4	1200 00	242 00	1442 00	480	226 00
144	171	West Newbury,	3 00.2	1150 00	-	-	383	-
169	172	Deerfield,	3 00	1284 00	-	-	428	549 00
258	173	Egremont,	3 00	600 00	-	-	200	130 00
187	174	Westborough,	2 98.5	1200 00	-	-	402	42 00
159	175	Plainfield,	2 97.3	550 00	-	-	185	277 00
218	176	Monson,	2 96.6	1400 00	-	-	472	515 25
73	177	Abington,	2 96.4	3000 00	-	-	1012	-
126	178	Lynnfield,	2 94.1	600 00	-	-	204	-
262	179	Oxford,	2 93.5	1500 00	-	-	511	70 00
132	180	Stoughton,	2 93	1800 00	216 00	2016 00	688	50 50
212	181	Sandisfield,	2 92.9	900 00	201 75	1101 75	342	600 00
153	182	Pittsfield,	2 92	3600 00	-	-	1233	214 00
217	183	Chilmark,	2 92	400 00	-	-	137	-
214	184	Goshen,	2 91.3	300 00	-	-	103	152 75
116	185	Leicester,	2 90	1160 00	95 68	1255 68	433	-
156	186	Stowe,	2 89.4	900 00	-	-	311	-
235	187	Tisbury,	2 88.5	1200 00	-	-	416	-

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
124	188	Russell,	$2 88.4	$300 00	-	-	104	$300 00
244	189	Westminster,	2 87.1	1200 00	-	-	418	-
157	190	Northborough,	2 86.5	1000 00	-	-	349	-
151	191	Townsend,	2 86.4	1200 00	-	-	419	-
255	192	Becket,	2 86.3	600 00	$70 00	$670 00	234	583 00
233	193	Stoneham,	2 85.9	995 00	-	-	348	30 00
245	194	Medfield,	2 85.7	500 00	-	-	175	-
227	195	Andover,	2 84.1	4250 00	-	-	1496	13 34
93	196	Sutton,	2 83.6	1500 00	-	-	529	-
180	197	Eastham,	2 83.5	500 00	50 00	550 00	194	60 00
205	198	Easton,	2 83.3	1500 00	114 57	1614 57	570	90 00
106	199	Blackstone,	2 81.5	1800 00	280 00	2080 00	739	300 00
221	200	Whately,	2 81.4	650 00	-	-	231	27 25
220	201	Windsor,	2 80.9	500 00	-	-	178	407 00
278	202	Gill,	2 80.9	500 00	-	-	178	264 00
145	203	Marblehead,	2 79.5	4500 00	-	-	1610	-
274	204	Pepperell,	2 79.1	1200 00	-	-	430	-
219	205	Shrewsbury,	2 78.6	900 00	-	-	323	-
203	206	Topsfield,	2 77.8	700 00	-	-	252	-
135	207	Yarmouth,	2 77.3	1600 00	-	-	577	131 00
209	208	Rutland,	2 76.8	800 00	-	-	289	17 25
110	209	Plympton,	2 72.7	600 00	-	-	220	288 60
136	210	Natick,	2 71.7	1500 00	-	-	552	50 00
160	211	Hopkinton,	2 71.5	1575 00	-	-	580	-
184	212	Rowley,	2 71.5	600 00	-	-	221	50 00
196	213	Southampton,	2 70.5	500 00	160 00	660 00	244	-
246	214	Norton,	2 69.7	1200 00	-	-	445	-
197	215	Heath,	2 69.1	600 00	-	-	223	259 00
213	216	Belchertown,	2 67.1	1600 00	-	-	599	286 60
266	217	Brewster,	2 66.7	1000 00	-	-	375	146 00
253	218	Northbridge,	2 66.1	1200 00	-	-	451	318 94
	219	Groveland,*	2 65.7	794 45	-	-	299	-
185	220	Warren,	2 65.3	1000 00	-	-	377	259 75
137	221	Shelburne,	2 65.2	700 00	-	-	264	269 25
204	222	Raynham,	2 64.7	900 00	-	-	340	-
206	223	Orange,	2 64.6	1000 00	-	-	378	12 00
236	224	Somerset,	2 64.3	600 00	-	-	227	18 00
131	225	Westport,	2 64.3	1500 00	284 20	1784 20	675	800 00
261	226	Randolph,	2 64.3	2500 00	-	-	946	-
210	227	Dartmouth,	2 64	2500 00	-	-	947	727 00
238	228	Holden,	2 63.2	1200 00	-	-	456	18 00
257	229	Blandford,	2 62.8	700 00	196 16	896 16	341	610 00
225	230	Hubbardston,	2 62.6	1200 00	-	-	457	-
188	231	N. Bridgewater,	2 62.5	2000 00	276 20	2276 20	867	81 00
198	232	New Marlboro',	2 61.5	700 00	325 25	1025 25	392	552 00
181	233	Freetown,	2 61.1	1000 00	-	-	383	25 00
231	234	Auburn,	2 60.4	500 00	-	-	192	-
239	235	Wenham,	2 59.7	600 00	-	-	231	-
163	236	Chatham,	2 58.8	1400 00	-	-	541	428 69
216	237	Marlborough,	2 58.6	1500 00	-	-	580	8 00
241	238	Amherst,	2 56.4	1600 00	-	-	624	-
282	239	Otis,	2 56.4	600 00	-	-	234	469 80

* A newly incorporated town.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
195	240	Salisbury,	$2 56	$1700 00	-	-	664	-
211	241	Grafton,	2 55.5	1800 00	$60 00	$1860 00	728	$400 00
228	242	Wilbraham,	2 55.5	1000 00	210 95	1210 95	474	668 00
248	243	W. Boylston,	2 54.2	900 00	-	-	354	-
193	244	Dracut,	2 54	1550 99	189 24	1740 23	685	36 00
247	245	Westfield,	2 53.8	2150 00	-	-	847	30 00
167	246	Wales,	2 53.2	400 00	-	-	158	59 53
191	247	Dudley,	2 53.1	800 00	-	-	316	61 65
194	248	Rochester,	2 51.3	2500 00	-	-	995	302 00
186	249	Falmouth,	2 49.7	1200 00	318 00	1518 00	608	719 00
307	250	Gt. Barrington,	2 49.1	1500 00	208 94	1708 94	686	-
237	251	Bradford,	2 45.4	672 50	-	-	274	-
243	252	Orleans,	2 44.4	1100 00	-	-	450	126 37
275	253	Buckland,	2 44.1	564 00	-	-	231	20 00
207	254	Middleton,	2 43.9	500 00	-	-	205	-
117	255	Enfield,	2 41.4	700 00	-	-	290	-
296	256	W.Stockbridge,	2 37.7	700 00	153 24	853 24	359	285 38
295	257	Ashfield,	2 37.3	850 00	-	-	354	367 50
264	258	Shutesbury,	2 37.1	600 00	-	-	253	173 70
263	259	Stockbridge,	2 37	1000 00	-	-	422	269 88
232	260	Boylston,	2 37	500 00	-	-	211	14 00
260	261	Mansfield,	2 36.3	888 36	-	-	376	65 00
293	262	Bernardston,	2 36.1	500 00	43 00	543 00	230	225 50
268	263	Holland,	2 35.3	200 00	-	-	85	72 71
288	264	Chesterfield,	2 35.3	600 00	-	-	255	129 00
251	265	Conway,	2 33.5	980 75	-	-	420	548 53
202	266	Gardner,	2 31.7	950 00	-	-	410	30 00
250	267	Chester,	2 30.8	900 00	-	-	390	666 00
223	268	Williamsburg,	2 30.1	750 00	-	-	326	350 00
254	269	Rehoboth,	2 28.9	900 00	139 35	1039 35	454	393 50
273	270	Carver,	2 27.3	650 00	-	-	286	-
265	271	Spencer,	2 23.4	1050 00	-	-	470	-
279	272	Florida,	2 22.9	350 00	-	-	157	154 17
252	273	Worthington,	2 22.3	500 00	146 98	646 98	291	640 51
226	274	Cheshire,	2 22.2	600 00	-	-	270	418 37
240	275	Berkley,	2 20.3	500 00	-	-	227	60 00
242	276	Sudbury,	2 18.6	800 00	-	-	366	21 00
306	277	Williamstown,	2 16.5	1500 00	-	-	693	521 50
270	278	Norwich,	2 16.2	400 00	-	-	185	246 00
173	279	Northfield,	2 15.4	1000 00	66 00	1066 00	495	190 00
281	280	Leyden,	2 15.1	400 00	-	-	186	232 00
272	281	Prescott,	2 14.7	350 00	-	-	163	150 25
249	282	Millbury,	2 14.4	1143 00	-	-	533	-
271	283	Swanzey,	2 14.3	600 00	-	-	280	373 18
286	284	Colcraine,	2 12.8	1000 00	-	-	470	748 00
310	285	Charlemont,	2 11.3	600 00	-	-	284	-
267	286	Hawley,	2 10.1	500 00	-	-	238	215 00
303	287	Tyringham,	2 10	300 00	36 00	336 00	160	312 00
259	288	Monterey,	2 09.8	325 00	67 41	392 41	187	431 00
229	289	Beverly,	2 09.7	3500 00	-	-	1192	-
277	290	New Ashford,	2 08.3	75 00	-	-	36	68 00
230	291	Alford,	2 08.3	250 00	-	-	120	230 00

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
285	292	Wendell,	$2 05.1	$400 00	-	-	195	$123 75
290	293	Dana,	2 05.1	400 00	-	-	195	68 62
297	294	Easthampton,	2 04.9	500 00	-	-	244	338 00
280	295	Lenox,	2 02.3	700 00	-	-	346	300 00
300	296	Hancock,	2 01.7	365 00	-	-	181	180 00
302	297	Sturbridge,	2 00	1000 00	-	-	500	433 00
284	298	Granville,	2 00	600 00	-	-	300	381 50
289	299	Leverett,	2 00	386 00	-	-	193	145 00
287	300	Lee,	1 99.4	1300 00	-	-	652	500 00
276	301	Milford,	1 98.9	1500 00	-	-	754	-
294	302	Wellfleet,	1 98.5	1000 00	$80 00	$1080 00	544	894 20
269	303	Lanesborough,	1 94.8	600 00	-	-	308	529 00
291	304	Southbridge,	1 93.2	1200 00	-	-	621	186 50
256	305	Dalton,	1 93.1	500 00	-	-	259	172 00
305	306	Adams,	1 92.8	2668 50	14 00	2682 50	1391	1290 62
298	307	W. Springfield,	1 89.3	1200 00	-	-	634	1109 00
315	308	Palmer,	1 86.3	1650 00	19 50	1669 50	896	277 50
301	309	Hinsdale,	1 85.8	550 00	-	-	296	275 00
304	310	Clarksburg,	1 83.5	200 00	-	-	109	192 50
292	311	Washington,	1 81.8	400 00	-	-	220	391 00
299	312	Pelham,	1 81.8	400 00	-	-	220	162 00
311	313	Harwich,	1 79.4	1600 00	-	-	892	679 87
314	314	Richmond,	1 74.4	300 00	-	-	172	274 70
309	315	Truro,	1 65.7	850 00	-	-	513	383 00
308	316	Dennis,	1 55.8	1200 00	-	-	770	1387 00
313	317	Savoy,	1 50	324 00	-	-	216	219 53
312	318	Mt.Washingt'n,	1 50	150 00	-	-	100	185 00
96	319	Monroe,	1 44.9	100 00	-	-	69	128 67
316	320	Southwick,*	20.2	-	50 00	50 00	248	412 50
78	321	Wilmington,†	-	-	-	-	-	-

* This town has a large Local Fund, the income of which is appropriated to the Public Schools, and which has been a substitute for taxation. The income of this fund as returned, ($937 08,) added to the amount appearing in the Table, ($50,) gives the liberal sum of almost *four dollars*, ($3 98,) for each child in the town between 5 and 15.

† No Returns.

GRADUATED TABLES,

Showing the Comparative Amount of Money appropriated by the different towns in each of the Counties in the State, for the education of each child in the town between the ages of 5 and 15 years.

SUFFOLK COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	BOSTON,	$10 10	$245,184 22	-	-	24,275	-
2	2	North Chelsea,	7 50	1,200 00	-	-	160	-
3	3	Chelsea,	6 32.5	7,350 00	-	-	1162	-

ESSEX COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	LAWRENCE,	6 89.7	7,772 49	-	-	1127	-
2	2	Salem,	6 47.5	19,392 26	-	-	2995	-
4	3	Lynn,	5 18	15,031 91	-	-	2902	-
3	4	Danvers,	5 06.6	8,698 50	-	-	1717	-
12	5	Essex,	4 33.3	1,300 00	-	-	300	-
5	6	Haverhill,	4 11.2	4,500 00	$521 17	$5021 17	1221	-
10	7	Boxford,	3 69.8	700 00	61 77	761 77	206	-
20	8	Hamilton,	3 67.6	500 00	-	-	136	$75 00
18	9	Ipswich,	3 58.2	2,500 00	-	-	698	-
9	10	Rockport,	3 49.7	2,500 00	-	-	715	30 00
11	11	Amesbury,	3 49.7	2,000 00	-	-	572	-
8	12	Newbury,	3 43.5	3,500 00	-	-	1019	-
7	13	Newburyport,	3 41.9	6,751 61	-	-	1975	-
6	14	Manchester,	3 33.3	1,200 00	-	-	360	-
13	15	Gloucester,	3 22.2	5,600 00	-	-	1738	-
15	16	Saugus,	3 19.4	1,070 00	-	-	335	20 00
27	17	Georgetown,	3 18.1	1,300 00	90 00	1390 00	437	-
19	18	Methuen,	3 09.1	1,700 00	-	-	550	-
16	19	West Newbury,	3 00.2	1,150 00	-	-	383	-
14	20	Lynnfield,	2 94.1	600 00	-	-	204	-
25	21	Andover,	2 84.1	4,250 00	-	-	1496	13 34
17	22	Marblehead,	2 79.5	4,500 00	-	-	1610	-
23	23	Topsfield,	2 77.8	700 00	-	-	252	-
21	24	Rowley,	2 71.5	600 00	-	-	221	50 00
	25	Groveland,	2 65.7	794 45	-	-	299	-
29	26	Wenham,	2 59.7	600 00	-	-	231	-
22	27	Salisbury,	2 56	1,700 00	-	-	664	-
28	28	Bradford,	2 45.4	672 50	-	-	274	-
24	29	Middleton,	2 43.9	500 00	-	-	205	-
26	30	Beverly,	2 09.7	3,500 00	-	-	1192	-

MIDDLESEX COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
4	1	BRIGHTON,	$8 70.6	$3,500 00	-	-	402	-
1	2	Charlestown,	8 14.1	25,000 00	-	-	3071	-
	3	Winchester,	8 10.8	1,500 00	-	-	185	-
8	4	Somerville,	7 88.7	5,300 00	-	-	672	-
6	5	Cambridge,	6 87.7	20,831 04	-	-	3029	-
9	6	Waltham,	6 83.5	4,600 00	-	-	673	-
2	7	Concord,	6 63.1	2,500 00	-	-	377	-
7	8	Lowell,	6 43.6	34,850 00	-	-	5415	-
3	9	W. Cambridge,	6 35.5	2,275 00	-	-	358	-
11	10	Watertown,	6 01.2	3,000 00	-	-	499	-
5	11	Medford,	5 99.3	3,680 00	-	-	614	-
14	12	Lexington,	5 86.5	2,000 00	-	-	341	$75 00
16	13	Bedford,	5 37.7	800 00	$92 63	$892 63	166	-
19	14	Newton,	4 98.5	5,000 00	-	-	1003	270 00
15	15	Lincoln,	4 96.3	670 00	-	-	135	13 50
10	16	Boxborough,	4 93.8	400 00	-	-	81	-
25	17	Carlisle,	4 90.5	500 00	15 00	515 00	105	24 00
12	18	Weston,	4 86.7	1,100 00	-	-	226	-
35	19	Westford,	4 52.8	1,200 00	-	-	265	-
20	20	Littleton,	4 47.7	900 00	-	-	201	-
22	21	Woburn,	4 46.3	3,200 00	-	-	717	-
13	22	South Reading,	4 35.8	1,800 00	-	-	413	-
18	23	Sherburne,	4 32.2	925 00	-	-	214	-
21	24	Billerica,	4 27.4	1,500 00	-	-	351	-
17	25	Ashby,	4 22.5	900 00	-	-	213	-
31	26	Burlington,	4 07.9	300 00	58 93	358 93	88	-
24	27	Wayland,	4 00	900 00	-	-	225	-
23	28	Dunstable,	3 84.6	450 00	-	-	117	26
29	29	Malden,	3 84.2	2,550 86	-	-	664	-
28	30	Shirley,	3 75.6	800 00	-	-	213	46 00
48	31	Tyngsborough,	3 68.4	700 00	-	-	190	30 00
	32	Melrose,	3 65	949 00	-	-	260	-
34	33	Chelmsford,	3 52.9	1,500 00	-	-	425	67 50
27	34	Reading,	3 50.9	2,000 00	-	-	579	-
41	35	Tewksbury,	3 47.8	800 00	-	-	230	-
36	36	Framingham,	3 38.3	2,700 00	-	-	798	-
40	37	Ashland,	3 23.1	950 00	-	-	294	22 00
30	38	Holliston,	3 17.6	1,550 00	-	-	488	-
33	39	Acton,	3 17	1,100 00	-	-	347	-
43	40	Groton,	3 01	1,800 00	-	-	598	20 00
38	41	Stowe,	2 89.4	900 00	-	-	311	-
37	42	Townsend,	2 86.4	1,200 00	-	-	419	-
45	43	Stoneham,	2 85.9	995 00	-	-	348	30 00
47	44	Pepperell,	2 79.1	1,200 00	-	-	430	-
32	45	Natick,	2 71.7	1,500 00	-	-	552	50 00
39	46	Hopkinton,	2 71.5	1,575 00	-	-	580	-
44	47	Marlborough,	2 58.6	1,500 00	-	-	580	8 00
42	48	Dracut,	2 54	1,550 99	189 24	1740 23	685	36 00
46	49	Sudbury,	2 18.6	800 00	-	-	366	21 00
26	50	Wilmington,	No Ret	urns.				

WORCESTER COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	WORCESTER	$5 56.6	$15,450 00	-	-	2776	-
2	2	Lancaster,	5 26.3	1,800 00	-	-	342	-
4	3	Fitchburg,	4 73.4	4,000 00	-	-	845	-
	4	Clinton,	4 66.2	2,000 00	-	-	429	-
17	5	Douglas,	4 65.8	1,500 00	$144 28	$1,644 28	353	-
3	6	New Braintree,	4 52	800 00	-	-	177	-
7	7	Bolton,	4 37.7	1,057 90	154 59	1,212 49	277	$50 00
21	8	Harvard,	4 03.9	1,200 00	36 00	1,236 00	306	-
5	9	Paxton,	3 97.3	600 00	-	-	151	-
37	10	Webster,	3 95.3	2,000 00	-	-	506	-
9	11	Hardwick,	3 94.8	1,200 00	12 00	1,212 00	307	-
41	12	Athol,	3 67.8	1,600 00	-	-	435	24 00
32	13	Charlton,	3 66.5	1,400 00	-	-	382	70 00
16	14	Royalston,	3 59.3	1,200 00	-	-	334	8 00
18	15	Lunenburg,	3 55.9	1,000 00	-	-	281	-
6	16	Brookfield,	3 55	1,200 00	-	-	338	24 00
31	17	N. Brookfield,	3 52.9	1,500 00	-	-	425	-
8	18	Mendon,	3 47.4	800 00	124 06	924 06	266	-
35	19	Leominster,	3 44.8	1,900 00	-	-	551	-
29	20	Oakham,	3 38.1	700 00	-	-	207	18 00
14	21	Petersham,	3 38	1,200 00	-	-	355	-
12	22	Barre,	3 30.6	2,000 00	-	-	605	50 02
27	23	Princeton,	3 28.9	1,000 00	-	-	304	-
11	24	W. Brookfield,	3 21.4	900 00	-	-	280	-
19	25	Berlin,	3 21.1	500 00	36 22	536 22	167	-
28	26	Ashburnham,	3 18.2	1,400 00	-	-	440	50 00
23	27	Uxbridge,	3 15.5	1,200 00	314 25	1,514 25	480	40 00
43	28	Southborough,	3 12.5	900 00		-	288	-
22	29	Upton,	3 11.7	1,200 00	-	-	385	-
24	30	Winchendon,	3 06.7	1,500 00	-	-	489	-
20	31	Phillipston,	3 04.6	600 00	-	-	197	-
25	32	Templeton,	3 03.7	1,300 00	-	-	428	-
30	33	Sterling,	3 02.3	1,300 00	-	-	430	-
34	34	Westborough,	2 98.5	1,200 00	-	-	402	42 00
52	35	Oxford,	2 93.5	1,500 00	-	-	511	70 00
15	36	Leicester,	2 90	1,160 00	95 68	1,255 68	433	-
48	37	Westminster,	2 87.1	1,200 00	-	-	418	-
26	38	Northborough,	2 86.5	1,000 00	-	-	349	-
10	39	Sutton,	2 83.6	1,500 00	-	-	529	-
13	40	Blackstone,	2 81.5	1,800 00	280 00	2,080 00	739	300 00
42	41	Shrewsbury,	2 78.6	900 00	-	-	323	-
39	42	Rutland,	2 76.8	800 00	-	-	289	17 25
51	43	Northbridge,	2 66.1	1,200 00	-	-	451	318 94
33	44	Warren,	2 65.3	1,000 00	-	-	377	259 75
47	45	Holden,	2 63.2	1,200 00	-	-	456	18 00
44	46	Hubbardston,	2 62.6	1,200 00	-	-	457	-
45	47	Auburn,	2 60.4	500 00	-	-	192	-
40	48	Grafton,	2 55.5	1,800 00	60 00	1,860 00	728	400 00
49	49	W. Boylston,	2 54.2	900 00	-	-	354	-
36	50	Dudley,	2 53.1	800 00	-	-	316	61 65
46	51	Boylston,	2 37	500 00	-	-	211	14 00

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
38	52	Gardner,	$2 31.7	$950 00	-	-	410	$30 00
53	53	Spencer,	2 23.4	1,050 00	-	-	470	-
50	54	Millbury,	2 14.4	1,143 00	-	-	533	-
55	55	Dana,	2 05.1	400 00	-	-	195	68 62
57	56	Sturbridge,	2 00	1,000 00	-	-	500	433 00
54	57	Milford,	1 98.9	1,500 00	-	-	754	-
56	58	Southbridge,	1 93.2	1,200 00	-	-	621	186 50

HAMPSHIRE COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	NORTHAMPTON,	4 46.1	4,800 00	-	-	1076	197 00
3	2	Middlefield,	4 18.5	500 00	90 00	$590 00	141	466 00
2	3	Hatfield,	3 96.2	750 00	113 75	863 75	218	-
12	4	South Hadley,	3 92.7	1,500 00	-	-	382	216 00
5	5	Greenwich,	3 63.6	600 00	-	-	165	28 50
8	6	Granby,	3 42.7	850 00	-	-	248	-
7	7	Ware,	3 24.4	2,300 00	-	-	709	62 00
4	8	Westhampton,	3 21.4	450 00	-	-	140	264 00
11	9	Hadley,	3 04.4	1,300 00	-	-	427	25 00
10	10	Cummington,	3 00.6	700 00	156 75	856 75	285	-
9	11	Plainfield,	2 97.3	550 00	-	-	185	277 00
14	12	Goshen,	2 91.3	300 00	-	-	103	152 75
13	13	Southampton,	2 70.5	500 00	160 00	660 00	244	-
15	14	Belchertown,	2 67.1	1,600 00	-	-	599	286 60
17	15	Amherst,	2 56.4	1,600 00	-	-	624	-
6	16	Enfield,	2 41.4	700 00	-	-	290	-
21	17	Chesterfield,	2 35.3	600 00	-	-	255	129 00
16	18	Williamsburg,	2 30.1	750 00	-	-	326	350 00
18	19	Worthington,	2 22.3	500 00	146 98	646 98	291	640 51
19	20	Norwich,	2 16.2	400 00	-	-	185	246 00
20	21	Prescott,	2 14.7	350 00	-	-	163	150 25
22	22	Easthampton,	2 04.9	500 00	-	-	244	338 00
23	23	Pelham,	1 81.8	400 00	-	-	220	162 00

HAMPDEN COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SPRINGFIELD,	5 63.7	10,548 44	642 00	11,190 44	1985	-
2	2	Chicopee,	5 04.3	7,000 00	600 00	7,600 00	1507	-
4	3	Longmeadow,	4 46.4	1,250 00	-	-	280	-
5	4	Montgomery,	4 43	350 00	-	-	79	176 00
7	5	Brimfield,	3 63.6	1,200 00	-	-	330	42 00
6	6	Tolland,	3 38.9	250 00	72 00	322 00	95	70 00
	7	Holyoke,*	3 35.2	1,800 00	-	-	537	-
3	8	Ludlow,	3 22.6	700 00	-	-	217	302 82
10	9	Monson,	2 96.6	1,400 00	-	-	472	515 25
8	10	Russell,	2 88.4	300 00	-	-	104	300 00
14	11	Blandford,	2 62.8	700 00	169 16	869 16	341	610 00
11	12	Wilbraham,	2 55.5	1,000 00	210 95	1,210 95	474	668 00
12	13	Westfield,	2 53.8	2,150 00	-	-	847	30 00
9	14	Wales,	2 53.2	400 00	-	-	158	59 53
15	15	Holland,	2 35.3	200 00	-	-	85	72 71
13	16	Chester,	2 30.8	900 00	-	-	390	666 00

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* Newly-incorporated town.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplu Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
16	17	Granville,	$2 00	$600 00	-	-	300	$381 50
17	18	W. Springfield,	1 89.3	1,200 00	-	-	634	1109 00
18	19	Palmer,	1 86.3	1,650 00	19 50	1,669 50	896	277 50
19	20	Southwick,*	20.2	-	50 00	50 00	248	412 50

FRANKLIN COUNTY.

1	1	GREENFIELD,	3 92	2,050 00	-	-	523	350 00
2	2	Sunderland,	3 77.1	660 00	-	-	175	45 00
4	3	Montague,	3 50.4	1,039 41	173 00	1,212 41	346	215 00
6	4	Rowe,	3 49.6	500 00	-	-	143	71 00
8	5	New Salem,	3 31.1	1,000 00	-	-	302	196 74
11	6	Warwick,	3 20.8	712 14	-	-	222	-
5	7	Erving,	3 19.8	250 00	53 83	303 83	95	-
9	8	Deerfield,	3 00	1,284 00	-	-	428	549 00
14	9	Whately,	2 81.4	650 00	-	-	231	27 25
19	10	Gill,	2 80.9	500 00	-	-	178	264 00
12	11	Heath,	2 69.1	600 00	-	-	223	259 00
7	12	Shelburne,	2 65.2	700 00	-	-	264	269 25
13	13	Orange,	2 64.6	1,000 00	-	-	378	12 00
18	14	Buckland,	2 44.1	564 00	-	-	231	20 00
25	15	Ashfield,	2 37.3	850 00	-	-	354	367 50
16	16	Shutesbury,	2 37.1	600 00	-	-	253	173 70
24	17	Bernardston,	2 36.1	500 00	43 00	543 00	230	225 50
15	18	Conway,	2 33.5	980 75	-	-	420	548 53
10	19	Northfield,	2 15.4	1,000 00	66 00	1,066 00	495	190 00
20	20	Leyden,	2 15.1	400 00	-	-	186	232 00
22	21	Coleraine,	2 12.8	1,000 00	-	-	470	748 00
26	22	Charlemont,	2 11.3	600 00	-	-	284	-
17	23	Hawley,	2 10.1	500 00	-	-	238	215 00
21	24	Wendell,	2 05.1	400 00	-	-	195	123 75
23	25	Leverett,	2 00	386 00	-	-	193	145 00
3	26	Monroe,	1 44.9	100 00	-	-	69	128 67

BERKSHIRE COUNTY.

1	1	SHEFFIELD,	3 51	2,189 50	130 73	2,320 23	661	31 00
3	2	Peru,	3 09.5	325 00	-	-	105	310 75
11	3	Egremont,	3 00	600 00	-	-	200	130 00
5	4	Sandisfield,	2 92.9	900 00	201 75	1,101 75	342	600 00
2	5	Pittsfield,	2 92	3,600 00	-	-	1233	214 00
9	6	Becket,	2 86.3	600 00	70 00	670 00	234	583 00
6	7	Windsor,	2 80.9	500 00	-	-	178	407 00
4	8	New Marlboro',	2 61.5	700 00	325 25	1,025 25	392	552 00
18	9	Otis,	2 56.4	600 00	-	-	234	469 80
28	10	Gt. Barrington,	2 49.1	1,500 00	208 94	1,708 94	686	-
21	11	W. Stockbridge,	2 37.7	700 00	153 24	853 24	359	285 38

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* See Note, p. xlv.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	12	Stockbridge,	$2 37	$1,000 00	-	-	422	$269 88
16	13	Florida,	2 22.9	350 00	-	-	157	154 17
7	14	Cheshire,	2 22.2	600 00	-	-	270	418 37
27	15	Williamstown,	2 16.5	1,500 00	-	-	693	521 50
24	16	Tyringham,	2 10	300 00	$36 00	$336 00	160	312 00
12	17	Monterey,	2 09.8	325 00	67 41	392 41	187	431 00
15	18	New Ashford,	2 08.3	75 00	-	-	36	68 00
8	19	Alford,	2 08.3	250 00	-	-	120	230 00
17	20	Lenox,	2 02.3	700 00	-	-	346	300 00
22	21	Hancock,	2 01.7	365 00	-	-	181	180 00
19	22	Lee,	1 99.4	1,300 00	-	-	652	500 00
14	23	Lanesborough,	1 94.8	600 00	-	-	308	529 00
10	24	Dalton,	1 93.1	500 00	-	-	259	172 00
26	25	Adams,	1 92.8	2,668 50	14 00	2,682 50	1391	1,290 62
23	26	Hinsdale,	1 85.8	550 00	-	-	296	275 00
25	27	Clarksburg,	1 83.5	200 00	-	-	109	192 50
20	28	Washington,	1 81.8	400 00	-	-	220	391 00
31	29	Richmond,	1 74.4	300 00	-	-	172	274 70
30	30	Savoy,	1 50	324 00	-	-	216	219 53
29	31	Mt. Washington,	1 50	150 00	-	-	100	185 00

NORFOLK COUNTY.

1	1	BROOKLINE,	10 82.6	3,800 00	-	-	351	-
2	2	Dorchester,	7 13.4	10,900 00	-	-	1528	-
4	3	Dedham,	6 25.4	5,000 00	159 75	5,159 75	825	-
3	4	Roxbury,	6 13.3	23,506 68	-	-	3833	-
6	5	Milton,	5 38.6	2,300 00	-	-	427	-
5	6	Dover,	5 17.2	600 00	-	-	116	-
11	7	Cohasset,	4 21.3	1,500 00	-	-	356	-
7	8	Sharon,	3 98.2	800 00	91 97	891 97	224	-
18	9	Medway,	3 96.8	2,000 00	-	-	504	-
13	10	Wrentham,	3 92.1	2,250 00	341 86	2,591 86	661	-
15	11	Foxborough,	3 71.4	1,300 00	-	-	350	-
9	12	Quincy,	3 70.7	4,000 00	-	-	1079	60 00
20	13	Needham,	3 64.3	1,410 00	-	-	387	-
8	14	Walpole,	3 60.8	1,400 00	-	-	388	-
14	15	Weymouth,	3 54.7	3,500 00	-	-	987	-
10	16	Braintree,	3 50.9	2,200 00	-	-	627	-
12	17	Bellingham,	3 33.6	800 00	140 63	940 63	282	9 00
19	18	Franklin,	3 24.3	1,200 00	-	-	370	-
17	19	Canton,	3 09.1	1,700 00	-	-	550	-
16	20	Stoughton,	2 93	1,800 00	216 00	2,016 00	688	50 50
21	21	Medfield,	2 85.7	500 00	-	-	175	-
22	22	Randolph,	2 64.3	2,500 00	-	-	946	-

BRISTOL COUNTY.

For 1849-50.	For 1850-51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	1	FAIRHAVEN,	$5 34	$5,500 00	-	-	1030	-
1	2	New Bedford,	5 20.9	16,715 36	-	-	3209	-
3	3	Fall River,	4 38.2	11,000 00	-	-	2510	-
6	4	Attleborough,	4 02.1	3,281 40	-	-	816	$166 00
4	5	Taunton,	3 83.6	8,800 00	-	-	2294	50 00
5	6	Dighton,	3 42.2	1,000 00	170 35	1,170 35	342	308 43
10	7	Pawtucket,	3 08	2,750 00	-	-	893	-
9	8	Seekonk,	3 00.4	1,200 00	242 00	1,442 00	480	226 00
12	9	Easton,	2 83.3	1,500 00	114 57	1,614 57	570	90 00
16	10	Norton,	2 69.7	1,200 00	-	-	445	-
11	11	Raynham,	2 64.7	900 00	-	-	340	-
14	12	Somerset,	2 64.3	600 00	-	-	227	18 00
7	13	Westport,	2 64.3	1,500 00	284 20	1,784 20	675	800 00
13	14	Dartmouth,	2 64	2,500 00	-	-	947	727 00
8	15	Freetown,	2 61.1	1,000 00	-	-	383	25 00
18	16	Mansfield,	2 36.3	888 36	-	-	376	65 00
17	17	Rehoboth,	2 28.9	900 00	139 35	1,039 35	454	398 50
15	18	Berkley,	2 20.3	500 00	-	-	227	60 00
19	19	Swanzey,	2 14.3	600 00	-	-	280	373 18

PLYMOUTH COUNTY.

1	1	KINGSTON,	5 73.5	1,600 00	-	-	279	-
2	2	Plymouth,	5 23.6	7,000 00	-	-	1337	104 65
13	3	South Scituate,	4 59.5	1,700 00	-	-	370	-
4	4	Hingham,	4 43.6	3,314 00	-	-	747	-
7	5	Scituate,	4 17.5	2,000 00	-	-	479	125 00
6	6	Pembroke,	4 11.5	1,000 00	144 00	1,144 00	278	-
8	7	Duxbury,	4 08.2	2,100 00	296 00	2,396 00	587	-
10	8	Middleborough,	3 99.6	4,000 00	-	-	1001	808 00
5	9	Bridgewater,	3 87.6	2,000 00	-	-	516	-
3	10	Hull,	3 77	230 00	-	-	61	-
16	11	Hanover,	3 46.3	1,250 00	-	-	361	-
11	12	W. Bridgewater,	3 30	1,000 00	-	-	303	-
17	13	Hanson,	3 29.2	800 00	-	-	243	-
18	14	Marshfield,	3 21.8	1,300 00	-	-	404	-
15	15	E. Bridgewater,	3 17.8	1,500 00	-	-	472	55 50
21	16	Wareham,	3 09.1	2,300 00	-	-	744	-
12	17	Halifax,	3 06.2	384 00	87 50	471 50	154	108 00
9	18	Abington,	2 96.4	3,000 00	-	-	1012	-
14	19	Plympton,	2 72.7	600 00	-	-	220	288 60
19	20	N. Bridgewater,	2 62.5	2,000 00	276 20	2,276 20	867	81 00
20	21	Rochester,	2 51.3	2,500 00	-	-	995	302 00
22	22	Carver,	2 27.3	650 00		-	286	-

BARNSTABLE COUNTY.

For 1849-50.	For 1850 51.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	PROVINCETOWN,	$3 80.7	$2,155 00	-	-	566	-
2	2	Barnstable,	3 58.4	4,000 00	373 00	$4,373 00	1220	$50 00
7	3	Sandwich,	3 26.9	3,448 72	251 40	3,700 12	1132	320 00
5	4	Eastham,	2 83.5	500 00	50 00	550 00	194	60 00
3	5	Yarmouth,	2 77.3	1,600 00	-	-	577	131 00
9	6	Brewster,	2 66.7	1,000 00	-	-	375	146 00
4	7	Chatham,	2 58.8	1,400 00	-	-	541	428 69
6	8	Falmouth,	2 49.7	1,200 00	318 00	1,518 00	608	719 00
8	9	Orleans,	2 44.4	1,100 00	-	-	450	126 37
10	10	Wellfleet,	1 98.5	1,000 00	80 00	1,080 00	544	894 20
13	11	Harwich,	1 79.4	1,600 00	-	-	892	679 87
12	12	Truro,	1 65.7	850 00	-	-	513	383 00
11	13	Dennis,	1 55.8	1,200 00	-	-	770	1387 00

DUKES COUNTY.

1	1	EDGARTOWN,	3 38.2	1,400 00	-	-	414	-
2	2	Chilmark,	2 92	400 00	-	-	137	-
3	3	Tisbury,	2 88.5	1,200 00	-	-	416	-

NANTUCKET COUNTY.

1	1	NANTUCKET,	5 63.6	9,704 98	-	-	1722	-

A GRADUATED TABLE,

Showing the Comparative Amount of Money appropriated by the different Counties in the State, for the education of each child between the ages of 5 and 15 years in the County.

For 1849-50.	For 1850 51.	COUNTIES.	Sum appropriated by counties for ea. child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of schools.	Income of Surplus Revenue appropriated to schools.	TOTAL.	No. of children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	$9 91	$253,734 22	-	$253,734 22	25,597	-
2	2	Nantucket,	5 64	9,704 98	-	9,704 98	1,722	-
3	3	Middlesex,	5 35	158,426 89	$389 72	158,816 61	29,688	$739 00
4	4	Norfolk,	4 85	74,966 68	950 21	75,916 89	15,654	119 50
6	5	Essex,	4 08	105,483 72	672 94	106,156 66	26,044	188 34
5	6	Bristol,	3 84	62,335 12	950 47	63,285 59	16,498	3,307 11
9	7	Worcester,	3 68	85,310 90	1257 08	86,567 98	23,554	2,553 73
7	8	Plymouth,	3 67	42,228 00	803 70	43,031 70	11,716	1,872 75
8	9	Hampden,	3 55	33,598 00	1790 61	35,388 61	9,979	5,692 81
11	10	Dukes,	3 10	3,000 00	-	3,000 00	967	-
10	11	Hampshire,	3 08	22,500 00	667 48	23,167 48	7,530	3,980 61
12	12	Franklin,	2 69	18,826 30	335 83	19,162 13	7,126	5,375 89
13	13	Barnstable,	2 64	21,053 72	1072 40	22,126 12	8,382	5,325 13
14	14	Berkshire,	2 36	24,671 00	1207 32	25,878 32	10,979	10,497 20

AGGREGATE OF THE STATE.

14	Counties,	4 71	915,839 53	9,997 76	925,837 29	196,536	39,652 07

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15, according to the Returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. In some cases, the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, and when they have done so, their result has been inserted.

The ratio is expressed in decimals continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases, where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is more than 100 per cent. This result, supposing the registers to have been properly kept, and the returns correctly made, is to be thus explained ;— the mean average attendance upon all the Public Schools being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

There is ground to apprehend, however, that the average attendance of scholars is often returned without due regard to accuracy. Different teachers adopt different modes of computing this average ; it is computed and returned with different degrees of care by different teachers and committees ; different practices prevail in districts and towns, in respect to registering scholars who attend for a short period, or from adjacent towns, and in respect to the attendance and registering of the same scholars in different and successive schools during the same year. The returns in some instances, it may be, are the result of liberal conjecture rather than of careful record and calculation. For these reasons it is not claimed that the towns, in all cases, are justly entitled to the precedence given them in the Table.

A GRADUATED TABLE,

In which all the towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE *of their children upon the Public Schools, for the year* 1850–51.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	OAKHAM,	207	226	1.09-18	40	Spencer,	470	409	.87-02
2	Ashby,	213	231	1.08-45	41	Tisbury,	416	362	.87-02
3	Pawtucket,	893	922	1.03-24	42	W. Cambridge,	358	310	.86-59
4	Chelmsford,	425	433	1.01-88	43	Winchendon,	489	422	.86-30
5	Bedford,	166	166	1.00	44	Phillipston,	197	170	.86-29
6	Boxborough,	81	81	1.00	45	S. Reading,	413	356	.86-20
7	Brighton,	402	402	1.00	46	Eastham,	194	167	.86-08
8	Royalston,	334	333	.99-70	47	Littleton,	201	173	.86-07
9	New Braintree,	177	176	.99-44	48	Middlefield,	141	121	.85-82
10	Winchester,	185	181	.97-84	49	Wayland,	225	193	.85-78
11	Chilmark,	137	133	.97-08	50	Athol,	435	373	.85-75
12	Brookfield,	338	328	.97-04	51	Southwick,	248	212	.85-48
13	Provincetown,	566	547	.96-64	52	Townsend,	419	358	.85-44
14	Greenwich,	165	157	.95-15	53	Middleborough,	1001	852	.85-11
15	Waltham,	673	637	.94-65	54	Westborough,	402	342	.85-07
16	Leominster,	551	520	.94-37	55	Acton,	347	295	.85-01
17	Ludlow,	217	204	.94-01	56	Charlton,	382	324	.84-82
18	Foxborough,	350	329	.94	57	Ashburnham,	440	373	.84-77
19	Lawrence,	1127	1045	.92-72	58	Dunstable,	117	99	.84-61
20	Sunderland,	175	162	.92-57	59	Wrentham,	661	559	.84-57
21	Hardwick,	307	284	.92-51	60	Hadley,	427	361	.84-54
22	Windsor,	178	163	.91-57	61	Scituate,	479	404	.84-34
23	Carlisle,	105	96	.91-43	62	Montague,	346	291	.84-10
24	Westminster,	418	382	.91-39	63	Leverett,	193	162	.83-95
25	Paxton,	151	138	.91-39	64	Berlin,	167	140	.83-83
26	Hamilton,	136	124	.91-18	65	Dover,	116	97	.83-62
27	Rutland,	289	262	.90-66	66	Kingston,	279	233	.83-51
28	Holliston,	488	439	.89-96	67	Billerica,	351	293	.83-48
29	Bolton,	277	247	.89-17	68	Gill,	178	148	.83-15
30	Upton,	385	343	.89-09	69	New Salem,	302	251	.83-11
31	Westford,	265	236	.89-06	70	Lincoln,	135	112	.82-96
32	Pelham,	220	195	.88-64	71	Dighton,	342	283	.82-74
33	Medfield,	175	155	.88-57	72	Hubbardston,	457	378	.82-71
34	Erving,	95	84	.88-42	73	Harvard,	306	252	.82-35
35	Templeton,	428	378	.88-32	74	N. Brookfield,	425	350	.82-35
36	Orange,	378	332	.87-83	75	Sharon,	224	184	.82-14
37	Salem,	2995	2616	.87-34	76	Barre,	605	496	.81-98
38	Fitchburg,	845	738	.87-34	77	South Hadley,	382	313	.81-94
39	Princeton,	304	265	.87-17	78	Bellingham,	282	231	.81-91

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
79	Monson,	472	386	.81-78
80	Sherburne,	214	174	.81-31
81	Otis,	234	190	.81-19
82	Hatfield,	218	177	.81-19
83	Cohasset,	356	289	.81-18
84	Sterling,	430	349	.81-16
85	Lexington,	341	276	.80-94
86	Westhampton,	140	113	.80-71
87	Reading,	579	467	.80-66
88	Greenfield,	523	421	.80-49
89	Orleans,	450	362	.80-44
90	Lunenburg,	281	226	.80-43
91	Concord,	377	303	.80-37
92	Shirley,	213	171	.80-28
93	Holden,	456	366	.80-26
94	Shrewsbury,	323	259	.80-19
95	Boxford,	206	165	.80-09
96	Dana,	195	156	.80
97	Charlemont,	284	227	.79-93
98	Blandford,	341	272	.79-76
99	Rowe,	143	114	.79-72
100	Weston,	226	180	.79-65
101	Edgartown,	414	329	.79-47
102	Stowe,	311	247	.79-42
103	Warwick,	222	176	.79-28
104	Lowell,	5415	4281	.79-06
105	Chelsea,	1162	917	.78-92
106	West Boylston	354	279	.78-81
107	Halifax,	154	121	.78-57
108	Medford,	614	482	.78-50
109	Bridgewater,	516	405	.78-49
110	Montgomery,	79	62	.78-48
111	Wendell,	195	153	.78-46
112	Grafton,	728	571	.78-43
113	Shelburne,	264	207	.78-41
114	Warren,	377	295	.78-25
115	Plainfield,	185	144	.77-84
116	Springfield,	1985	1530	.77-78
117	Hawley,	238	185	.77-73
118	Boylston,	211	164	.77-72
119	Charlestown,	3071	2386	.77-69
120	Raynham,	340	264	.77-64
121	Marlborough,	580	450	.77-59
122	Cambridge,	3029	2350	.77-58
123	Mendon,	266	206	.77-44
124	Lynn,	2902	2245	.77-36
125	Hanson,	243	188	.77-36
126	Douglas,	353	273	.77-34
127	Weymouth,	987	764	.77-30
128	Sturbridge,	500	384	.76-80
129	Haverhill,	1221	937	.76-74
130	Florida,	157	120	.76-43
131	Heath,	223	170	.76-23
132	Buckland,	231	176	.76-19
133	Walpole,	388	296	.76-03
134	Dedham,	825	625	.75-75
135	Deerfield,	428	324	.75-70
136	Williamsburg,	326	247	.75-70
137	Medway,	504	381	.75-59
138	Brimfield,	330	249	.75-45
139	Westfield,	847	639	.75-44
140	Worcester,	2776	2084	.75-43
141	Monroe,	69	52	.75-36
142	Plymouth,	1337	1007	.75-32
143	Monterey,	187	140	.74-86
144	Belchertown,	599	448	.74-79
145	Cummington,	285	213	.74-74
146	Dracut,	685	512	.74-74
147	Wilbraham,	474	354	.74-68
148	Franklin,	370	276	.74-59
149	Worthington,	291	217	.74-57
150	Malden,	664	495	.74-55
151	Lynnfield,	204	152	.74-51
152	Amesbury,	572	426	.74-48
153	Dudley,	316	235	.74-37
154	Becket,	234	174	.74-36
155	Lancaster,	342	254	.74-27
156	W. Bridgewater	303	225	.74-25
157	Easton,	570	423	.74-21
158	Ipswich,	698	518	.74-21
159	Gloucester,	1738	1287	.74-05
160	Danvers,	1717	1271	.74-02
161	Egremont,	200	148	.74
162	Sandisfield,	342	253	.73-97
163	Bernardston,	230	170	.73-91
164	Manchester,	360	266	.73-89
165	Northbridge,	451	333	.73-84
166	Petersham,	355	262	.73-80
167	Ashfield,	354	260	.73-44
168	Carver,	286	210	.73-42
169	Braintree,	627	460	.73-36
170	Chicopee,	1507	1105	.73-32
171	Somerville,	672	492	.73-21
172	Gardner,	410	300	.73-17
173	Dennis,	770	562	.72-99
174	South Scituate,	370	270	.72-97
175	Holland,	85	62	.72-94
176	W. Brookfield,	280	204	.72-86
177	Wales,	158	115	.72-78
178	Seekonk,	480	344	.72-66

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No of children between 5 and 15, expressed in decimals.
179	Marshfield,	404	293	.72-52	229	Tewksbury,	230	157	.68-26
180	North Chelsea,	160	116	.72-50	230	Dalton,	259	176	.67-95
181	Auburn,	192	139	.72-40	231	Watertown,	499	339	.67-94
182	Coleraine,	470	340	.72-34	232	Pepperell,	430	291	.67-67
183	Woburn,	717	518	.72-25	233	Southampton,	244	165	.67-62
184	Northborough,	349	252	.72-21	234	Peru,	105	71	.67-62
185	Attleborough,	816	589	.72-18	235	Harwich,	892	603	.67-60
186	Dorchester,	1528	1102	.72-12	236	Topsfield,	252	170	.67-46
187	Stoughton,	688	496	.72-09	237	New Bedford,	3209	2157	.67-21
188	Chester,	390	281	.72-05	238	Rehoboth,	454	304	.66-96
189	Pembroke,	278	200	.71-94	239	Newton,	1003	669	.66-70
190	West Newbury,	383	275	.71-80	240	Amherst,	624	416	.66-67
191	E. Bridgewater,	472	338	.71-61	241	Beverly,	1192	793	.66-53
192	Conway,	420	300	.71-43	242	Hinsdale,	296	196	.66-21
193	Yarmouth,	577	412	.71-40	243	New Marlboro',	392	259	.66-07
194	Fairhaven,	1030	735	.71-36	244	Essex,	300	197	.65-67
195	Boston,	24,275	17231	.71-19	245	Westport,	675	443	.65-63
196	Framingham,	798	568	.71-18	246	Hanover,	361	236	.65-37
197	Sudbury,	366	260	.71-04	247	Milton,	427	279	.65-34
198	Shutesbury,	253	179	.70-75	248	Hopkinton,	580	379	.65-34
199	Saugus,	335	237	.70-75	249	Savoy,	216	141	.65-27
200	Mansfield,	376	266	.70-74	250	Rowley,	221	144	.65-16
201	Quincy,	1079	762	.70-62	251	Longmeadow,	280	182	.65
202	Whately,	231	163	.70-56	252	Middleton,	205	133	.64-88
203	Northampton,	1076	758	.70-45	253	Southbridge,	621	402	.64-73
204	Blackstone,	739	519	.70-23	254	Roxbury,	3833	2497	.64-62
205	W. Springfield,	634	444	.70-03	255	Southborough,	288	186	.64-61
206	Prescott,	163	114	.69-94	256	Granby,	248	160	.64-52
207	Goshen,	103	72	.69-90	257	Sutton,	529	341	.64-46
208	Leyden,	186	130	.69-89	258	Alford,	120	77	.64-17
209	Natick,	552	386	.69-75	259	Canton,	550	352	.64
210	Clarksburg,	109	76	.69-72	260	New Ashford,	36	23	.63-88
211	Wenham,	231	161	.69-70	261	Methuen,	550	351	.63-82
212	Tyngsborough,	190	132	.69-47	262	Oxford,	511	326	.63-80
213	Tolland,	95	66	.69-47	263	Hingham,	747	476	.63-72
214	Norton,	445	309	.69-44	264	Millbury,	533	339	.63-61
215	N. Bridgewater,	867	602	.69-43	265	Ashland,	294	187	.63-61
216	Ware,	709	492	.69 39	266	Clinton,	429	272	.63-40
217	Falmouth,	608	421	.69-24	267	Chatham,	541	344	.63-40
218	Russell,	104	72	.69-23	268	Taunton,	2294	1449	.63-16
219	Milford,	754	521	.69-10	269	Bradford,	274	173	.63-14
220	Abington,	1012	699	.69-07	270	Norwich,	185	116	.62-70
221	Needham,	387	267	.68-99	271	Cheshire,	270	169	.62-59
222	Enfield,	290	200	.68-97	272	Groton,	598	374	.62-54
223	Northfield,	495	341	.68-89	273	Andover,	1496	935	.62-50
224	Duxbury,	587	404	.68-82	274	Burlington,	88	55	.62-50
225	Wareham,	744	512	.68-81	275	Tyringham,	160	100	.62-50
226	Uxbridge,	480	330	.68-75	276	Plympton,	220	137	.62-27
227	Brookline,	627	460	.68-66	277	Randolph,	946	588	.61-94
228	Wellfleet,	544	372	.68-38	278	Gt. Barrington,	686	420	.61-22

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
279	Nantucket,	1722	1054	.61-21	301	Swanzey,	280	156	.55-71
280	Groveland,	299	183	.61-20	302	Granville,	300	165	.55
281	Richmond,	172	105	.61-05	303	Stoneham,	348	190	.54-60
282	Adams,	1391	844	.60-67	304	W. Stockbridge	359	195	.54-32
283	Lee,	652	394	.60-43	305	Marblehead,	1610	873	.54-22
284	Berkley,	227	137	.60-35	306	Palmer,	896	485	.54-13
285	Rockport,	715	430	.60-14	307	Sandwich,	1132	612	.54-06
286	Chesterfield,	255	153	.60	308	Mt. Washington	100	54	.54
287	Washington,	220	132	.60	309	Williamstown,	693	365	.52-67
288	Dartmouth,	947	561	.59-24	310	Pittsfield,	1233	648	.52-52
289	Sheffield,	661	391	.59-15	311	Newbury,	1019	534	.52-40
290	Melrose,	260	153	.58-85	312	Lenox,	346	181	.52-31
291	Brewster,	375	220	.58-66	313	Webster,	506	254	.50-20
292	Easthampton,	244	143	.58-61	314	Freetown,	383	192	.50-13
293	Holyoke,	537	311	.57-91	315	Truro,	513	286	.49-90
294	Fall River,	2510	1452	.57-85	316	Hancock,	181	89	.49-39
295	Georgetown,	437	252	.57-67	317	Salisbury,	664	305	.45-93
296	Newburyport,	1975	1139	.57-67	318	Hull,	61	28	.45-90
297	Barnstable,	1220	696	.57-06	319	Rochester,	995	429	.43-11
298	Leicester,	433	246	.56-81	320	Lanesborough,	308	118	.38-31
299	Stockbridge,	422	239	.56-63	321	Wilmington,*			
300	Somerset,	227	128	.56-39					

* *No Returns.*

GRADUATED TABLES,

In which all the towns, in the respective Counties in the State, are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1850–51.

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. lv.]

SUFFOLK COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	CHELSEA,	1162	917	.78-92	3	Boston,	24275	17281	.71-19
2	North Chelsea,	160	116	.72-50					

ESSEX COUNTY.

1	LAWRENCE,	1127	1045	.92-72	16	Topsfield,	252	170	.67-46
2	Hamilton,	136	124	.91-18	17	Beverly,	1192	793	.66-53
3	Salem,	2995	2616	.87-34	18	Essex,	300	197	.65-67
4	Boxford,	206	165	.80-09	19	Rowley,	221	144	.65-16
5	Lynn,	2902	2245	.77-36	20	Middleton,	205	133	.64-88
6	Haverhill,	1221	937	.76-74	21	Methuen,	550	351	.63-82
7	Lynnfield,	204	152	.74-51	22	Bradford,	274	173	.63-14
8	Amesbury,	572	426	.74-48	23	Andover,	1496	935	.62-50
9	Ipswich,	698	518	.74-21	24	Groveland,	299	183	.61-20
10	Gloucester,	1738	1287	.74-05	25	Rockport,	715	430	.60-14
11	Danvers,	1717	1271	.74-02	26	Georgetown,	437	252	.57-67
12	Manchester,	360	266	.73-89	27	Newburyport,	1975	1139	.57-67
13	West Newbury,	383	275	.71-80	28	Marblehead,	1610	873	.54-22
14	Saugus,	335	237	.70-75	29	Newbury,	1019	534	.52-40
15	Wenham,	231	161	.69-70	30	Salisbury,	664	305	.45-93

MIDDLESEX COUNTY.

1	ASHBY,	213	231	1.08-45	9	Holliston,	488	439	.89-96
2	Chelmsford,	425	433	1.01-88	10	Westford,	265	236	.89-06
3	Bedford,	166	166	1.00	11	W. Cambridge,	358	310	.86-59
4	Boxborough,	81	81	1.00	12	South Reading,	413	356	.86-20
5	Brighton,	402	402	1.00	13	Littleton,	201	173	.86-07
6	Winchester,	185	181	.97-84	14	Wayland,	225	193	.85-78
7	Waltham,	673	637	.94-65	15	Townsend,	419	358	.85-44
8	Carlisle,	105	96	.91-43	16	Acton,	347	295	.85-01

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
17	Dunstable,	117	99	.84-61	34	Somerville,	672	492	.73-21
18	Billerica,	351	293	.83-48	35	Woburn,	717	518	.72-25
19	Lincoln,	135	112	.82-96	36	Framingham,	798	568	.71-18
20	Sherburne,	214	174	.81-31	37	Sudbury,	366	260	.71-04
21	Lexington,	341	276	.80-94	38	Natick,	552	386	.69-75
22	Reading,	579	467	.80-66	39	Tyngsborough,	190	132	.69-47
23	Concord,	377	303	.80-37	40	Tewksbury,	230	157	.68-26
24	Shirley,	213	171	.80-28	41	Watertown,	499	339	.67-94
25	Weston,	226	180	.79-65	42	Pepperell,	430	291	.67-67
26	Stowe,	311	247	.79-42	43	Newton,	1003	669	.66-70
27	Lowell,	5415	4281	.79-06	44	Hopkinton,	580	379	.65-34
28	Medford,	614	482	.78-50	45	Ashland,	294	187	.63-61
29	Charlestown,	3071	2386	.77-69	46	Groton,	598	374	.62-54
30	Marlborough,	580	450	.77-59	47	Burlington,	88	55	.62-50
31	Cambridge,	3029	2350	.77-58	48	Melrose,	260	153	.58-85
32	Dracut,	685	512	.74-74	49	Stoneham,	348	190	.54-60
33	Malden,	664	495	.74-55	50	Wilmington,*			

WORCESTER COUNTY.

1	OAKHAM,	207	226	1.09-18	30	Shrewsbury,	323	259	.80-19
2	Royalston,	334	333	.99-70	31	Dana,	195	156	.80
3	New Braintree,	177	176	.99-44	32	W. Boylston,	354	279	.78-81
4	Brookfield,	338	328	.97-04	33	Grafton,	728	571	.78-43
5	Leominster,	551	520	.94-37	34	Warren,	377	295	.78-25
6	Hardwick,	307	284	.92-51	35	Boylston,	211	164	.77-72
7	Westminster,	418	382	.91-39	36	Mendon,	266	206	.77-44
8	Paxton,	151	138	.91-39	37	Douglas,	353	273	.77-34
9	Rutland,	289	262	.90-66	38	Sturbridge,	500	384	.76-80
10	Bolton,	277	247	.89-17	39	Worcester,	2776	2084	.75-43
11	Upton,	385	343	.89-09	40	Dudley,	316	235	.74-37
12	Templeton,	428	378	.88-32	41	Lancaster,	342	254	.74-27
13	Fitchburg,	845	738	.87-34	42	Northbridge,	451	333	.73-84
14	Princeton,	304	265	.87-17	43	Petersham,	355	262	.73-80
15	Spencer,	470	409	.87-02	44	Gardner,	410	300	.73-17
16	Winchendon,	489	422	.86-30	45	W. Brookfield,	280	204	.72-86
17	Phillipston,	197	170	.86-29	46	Auburn,	192	139	.72-40
18	Athol,	435	373	.85-75	47	Northborough,	349	252	.72-21
19	Westborough,	402	342	.85-07	48	Blackstone,	739	519	.70-23
20	Charlton,	382	324	.84-82	49	Milford,	754	521	.69-10
21	Ashburnham,	440	373	.84-77	50	Uxbridge,	480	330	.68-75
22	Berlin,	167	140	.83-83	51	Southbridge,	621	402	.64-73
23	Hubbardston,	457	378	.82-71	52	Southborough,	288	186	.64-61
24	Harvard,	306	252	.82-35	53	Sutton,	529	341	.64-46
25	N. Brookfield,	425	350	.82-35	54	Oxford,	511	326	.63-80
26	Barre,	605	496	.81-98	55	Millbury,	533	339	.63-61
27	Sterling,	430	349	.81-16	56	Clinton,	429	272	.63-40
28	Lunenburg,	281	226	.80-43	57	Leicester,	433	246	.56-81
29	Holden,	456	366	.80-26	58	Webster,	506	254	.50-20

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* No Returns.

HAMPSHIRE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	GREENWICH,	165	157	.95-15	13	Northampton,	1076	758	.70-45
2	Pelham,	220	195	.88-64	14	Prescott,	163	114	.69-94
3	Middlefield,	141	121	.85-82	15	Goshen,	103	72	.69-90
4	Hadley,	427	361	.84-54	16	Ware,	709	492	.69-39
5	South Hadley,	382	313	.81-94	17	Enfield,	290	200	.68-97
6	Hatfield,	218	177	.81-19	18	Southampton,	244	165	.67-62
7	Westhampton,	140	113	.80-71	19	Amherst,	624	416	.66-67
8	Plainfield,	185	144	.77-84	20	Granby,	248	160	.64-52
9	Williamsburg,	326	247	.75-70	21	Norwich,	185	116	.62-70
10	Belchertown,	599	448	.74-79	22	Chesterfield,	255	153	.60
11	Cummington,	285	213	.74-74	23	Easthampton,	244	143	.58-61
12	Worthington,	291	217	.74-57					

HAMPDEN COUNTY.

1	LUDLOW,	217	204	.94-01	11	Holland,	85	62	.72-94
2	Southwick,	248	212	.85-48	12	Wales,	158	115	.72-78
3	Monson,	472	386	.81-78	13	Chester,	390	281	.72-05
4	Blandford,	341	272	.79 76	14	W. Springfield,	634	444	.70-03
5	Montgomery,	79	62	.78-48	15	Tolland,	95	66	.69-47
6	Springfield,	1985	1530	.77-78	16	Russell,	104	72	.69-23
7	Brimfield,	330	249	.75-45	17	Longmeadow,	280	182	.65
8	Westfield,	847	639	.75-44	18	Holyoke,	537	311	.57-91
9	Wilbraham,	474	354	.74-68	19	Granville,	300	165	.55
10	Chicopee,	1507	1105	.73 32	20	Palmer,	896	485	.54-13

FRANKLIN COUNTY.

1	SUNDERL'ND,	175	162	.92-57	14	Hawley,	238	185	.77-73
2	Erving,	95	84	.88-42	15	Heath,	223	170	.76-23
3	Orange,	378	332	.87-83	16	Buckland,	231	176	.76-19
4	Montague,	346	291	.84-10	17	Deerfield,	428	324	.75-70
5	Leverett,	193	162	.83-95	18	Monroe,	69	52	.75-36
6	Gill,	178	148	.83-15	19	Bernardston,	230	170	.73-91
7	New Salem,	302	251	.83-11	20	Ashfield,	354	260	.73-44
8	Greenfield,	523	421	.80-49	21	Coleraine,	470	340	.72-34
9	Charlemont,	284	227	.79-93	22	Conway,	420	300	.71-43
10	Rowe,	143	114	.79-72	23	Shutesbury,	253	179	.70-75
11	Warwick,	222	176	.79-28	24	Whately,	231	163	.70-56
12	Wendell,	195	153	.78-46	25	Leyden,	186	130	.69-89
13	Shelburne,	264	207	.78-41	26	Northfield,	495	341	.68-89

BERKSHIRE COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	WINDSOR,	178	163	.91-57	17	Tyringham,	160	100	.62-50
2	Otis,	234	190	.81-19	18	Gt. Barrington,	686	420	.61-22
3	Florida,	157	120	.76-43	19	Richmond,	172	105	.61-05
4	Monterey,	187	140	.74-86	20	Adams,	1391	844	.60-67
5	Becket,	234	174	.74-36	21	Lee,	652	394	.60-43
6	Egremont,	200	148	.74	22	Washington,	220	132	.60
7	Sandisfield,	342	253	.73-97	23	Sheffield,	661	391	.59-15
8	Clarksburg,	109	76	.69-72	24	Stockbridge,	422	239	.56-63
9	Dalton,	259	176	.67-95	25	W. Stockbridge.	359	195	.54-32
10	Peru,	105	71	.67-62	26	Mt. Washington,	100	54	.54
11	Hinsdale,	296	196	.66-21	27	Williamstown,	693	365	.52-67
12	New Marlboro',	392	259	.66-07	28	Pittsfield,	1233	648	.52-52
13	Savoy,	216	141	.65-27	29	Lenox,	346	181	.52-31
14	Alford,	120	77	.64-17	30	Hancock,	181	89	.49-39
15	New Ashford,	36	23	.63-88	31	Lanesborough,	308	118	.38-31
16	Cheshire,	270	169	.62-59					

NORFOLK COUNTY.

1	FOXBORO',	350	329	.94	12	Franklin,	370	276	.74-59
2	Medfield,	175	155	.88-57	13	Braintree,	627	460	.73-36
3	Wrentham,	661	559	.84-57	14	Dorchester,	1528	1102	.72-12
4	Dover,	116	97	.83-62	15	Stoughton,	688	496	.72-09
5	Sharon,	224	184	.82-14	16	Quincy,	1079	762	.70-62
6	Bellingham,	282	231	.81-91	17	Needham,	387	267	.68-99
7	Cohasset,	356	289	.81-18	18	Brookline,	627	460	.68-66
8	Weymouth,	987	764	.77-30	19	Milton,	427	279	.65-34
9	Walpole,	388	296	.76-03	20	Roxbury,	3833	2497	.64-62
10	Dedham,	825	625	.75-75	21	Canton,	550	352	.64
11	Medway,	504	381	.75-59	22	Randolph,	946	588	.61-94

BRISTOL COUNTY.

1	PAWTUCKET	893	922	1.03-24	11	Rehoboth,	454	304	.66-96
2	Dighton,	342	283	.82-74	12	Westport,	675	443	.65-63
3	Raynham,	340	264	.77-64	13	Taunton,	2294	1449	.63-16
4	Easton,	570	423	.74-21	14	Berkley,	227	137	.60-35
5	Seekonk,	480	344	.72-66	15	Dartmouth,	947	561	.59-24
6	Attleborough,	816	589	.72-18	16	Fall River,	2510	1452	.57-85
7	Fairhaven,	1030	735	.71-36	17	Somerset,	227	128	.56-39
8	Mansfield,	376	266	.70-74	18	Swanzey,	280	156	.55-71
9	Norton,	445	309	.69-44	19	Freetown,	383	192	.50-13
10	New Bedford,	3209	2157	.67-21					

PLYMOUTH COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	MIDDLEBORO'	1001	852	.85-11	12	Pembroke,	278	200	.71-94
2	Scituate,	479	404	.84-34	13	E. Bridgewater,	472	338	.71-61
3	Kingston,	279	233	.83-51	14	N. Bridgewater,	867	602	.69-43
4	Halifax,	154	121	.78 57	15	Abington,	1012	699	.69-07
5	Bridgewater,	516	405	.78-49	16	Duxbury,	587	404	.68-82
6	Hanson,	243	188	.77-36	17	Wareham,	744	512	.68 81
7	Plymouth,	1337	1007	.75-32	18	Hanover,	361	236	.65-37
8	W. Bridgewater.	303	225	.74-25	19	Hingham,	747	476	.63-72
9	Carver,	286	210	.73-42	20	Plympton,	220	137	.62-27
10	South Scituate,	370	270	.72-97	21	Hull,	61	28	.45-90
11	Marshfield,	404	293	.72-52	24	Rochester,	995	429	.43-11

BARNSTABLE COUNTY.

1	PROVINCET'N	566	547	.96-64	8	Harwich,	892	603	.67-60
2	Eastham,	194	167	.86-08	9	Chatham,	541	344	.63-40
3	Orleans,	450	362	.80-44	10	Brewster,	375	220	.58-66
4	Dennis,	770	562	.72-99	11	Barnstable,	1220	696	.57-06
5	Yarmouth,	577	412	.71-40	12	Sandwich,	1132	612	.54-06
6	Falmouth,	608	421	.69-24	13	Truro,	513	286	.49-90
7	Wellfleet,	544	372	.68-38					

DUKES COUNTY.

1	CHILMARK,	137	133	.97-08	3	Edgartown,	414	329	.79-47
2	Tisbury,	416	362	.87-02					

NANTUCKET COUNTY.

1	NANTUCKET,	1722	1054	.61-21					

MEAN AVERAGE ATTENDANCE FOR THE STATE.

No. of children between 5 and 15 years of age in the State, - -	196,536
Mean average attendance upon school, - - - - - - -	142,493
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals, - - - - - - - - - -	.72+

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